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ABSTRACT

This multidisciplinary guide provides middle and high school teachers and students with inquiry-based tools to support their exploration of emerging local, national, international, and transboundary security issues. Students are introduced to critical thinking, problem solving, and peacemaking strategies that will help them better understand current and historical events and the connections between the two vantage points. The guide helps them learn to critically analyze the data and perspectives presented to them and draw their own conclusions. It aids them in developing a range of skills, including research, mapping, dialogue, debate, role playing, creative writing, and informed analysis. The guide follows a traditional social studies format in which students are encouraged to work independently and collaboratively to explore the complexities of security. Numerous case studies, based on actual international issues, are provided. There are more than 40 lessons presented in five chapters: (1) "Introduction to Conflict in Context"; (2) "Exploring the Basic Concepts"; (3) "Personal and Community Perspectives"; (4) "National Perspectives"; and (5) "International and Global Perspectives." Three appendixes present teacher background material, a glossary, and handouts. (SM)

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GAYLE MERTZ
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in Context

UNDERSTANDING LOCAL TO GLOBAL SECURITY

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Conflict in Context: Understanding Local to Global Security

Gayle Mertz and Carol Miller Lieber

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by Gayle Mertz and Carol Miller Lieber

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CHAPTER 1

Introduction to Conflict in Context

> *If money is your hope for independence you will never have it. The only real security that a man can have in this world is a reserve of knowledge, experience and ability.* — *Henry Ford*

Conflict in Context: Understanding Local to Global Security may sound like the daunting title of a doctoral thesis, international summit for global leaders, or the lofty platform of a political candidate. Not so. Not this time. The lessons in this book, which address seemingly overwhelming topics, are being placed in the capable hands of educators and their students.

Educators for Social Responsibility has developed this resource to provide middle and secondary educators, and their students, with inquiry-based tools to support their exploration of emerging local, national, international, and transboundary security issues. It is the goal of this project to provide students with opportunities to envision, and even participate in creating, a more peaceful world.

Issues that were once considered reflectively in history text books are now changing in complexity and scope within the time between morning and evening media reports of local and global "news." *Conflict in Context* introduces students to critical thinking, problem-solving, and peacemaking strategies that will help them better understand current and historical events and the connections between the two vantage points. It will guide them in critically analyzing the data and perspectives presented to them and in drawing their own conclusions about what they have heard or read. Finally, students will embark upon exercises that employ their creativity and skill in thinking "outside of the box" to envision and create a world that is more personally and globally secure.

Examples of human rights abuses, economic crises, peace initiatives and strategies, and negotiation techniques could fill an encyclopedia. We have drawn on some familiar and some esoteric examples in each of these realms. It is now up to you and your students to build upon the few concrete examples we have provided for you. We hope that you will use a variety of human, print, and media resources to complete the task we have only begun.

This multi-disciplinary guide reaches beyond a simplistic definition of "security" that commonly focuses on fear, weapons, war, and aggression. Students will work independently and collectively to thoughtfully explore the complexities of the concept. Ultimately, lessons in this book will steer students towards a deeper understanding of the dynamics of global economics, human rights protection, environmental conflicts, and models of formal and informal conflict resolution. They will identify and investigate the subtleties inherent in relationships between seemingly disparate issues and explore how these connections complicate our ability to constructively address issues that may superficially appear to be simple.

These lessons were developed by Educators for Social Responsibility. ESR was founded in 1982 and is a leading national center for training, staff development, and curricular resources that foster the social, emotional, and ethical development of children. ESR is widely regarded as one of the primary sources of innovative teaching materials and programs that address issues of conflict, violence, diversity, peace, and school improvement. ESR works with adults to help them teach children to resolve conflicts nonviolently, value diversity, solve problems cooperatively, confront prejudice, think critically and creatively, make responsible decisions, and take meaningful action.

This book of lessons, published in 2001, follows a traditional social studies format. It begins with introductory lessons that help students focus on issues related to their personal/individual security. It then moves on to explore security-related issues in their communities, their nation, and finally it addresses global security issues. Materials integrate innovative lessons with multidisciplinary content standards, and employ state-of-the art student-centered teaching strategies. Lessons introduce broad security-related topics that will not readily become outdated.

Conflict in Context concentrates on skill-building. Critical thinking and problem–solving skills introduced, practiced, and mastered through these lessons will contribute to the development of creative peacemaking leaders to guide us into the new millennium.

Lesson Goals, Objectives, and Stategies

Visualize security. Stop reading for a moment. Close your eyes. Concentrate. What does security look like?

Did you visualize a trusting or joyful scene from your past—perhaps from your childhood? Maybe you visualized a future nuclear-free world? Did you try to conjure up an image of job security, social security, or your IRA? Or did you think about whether your children or students will enjoy the level of economic security that is part of your life today? Some readers will have skipped visualizing an idyllic scenario or place, instead focusing on the absence of security—crime in community, the latest international conflict, images of starving children or displaced refugees. Did you visualize a place, a person, an object, or struggle in order to imagine a visual image that represents a broad conceptualization? Perhaps you felt more comfortable keeping your eyes open and continuing to read.

In today's world we use "sound bites" to convey complex messages. We use bumper stickers, logos, and slogans to influence public policy and public understanding of perplexing issues. As a result, we are not always on "the same page" when trying to interpret a message or a question.

When we asked you to visualize security, we confronted you with an illusive challenge. The primary goal of these lessons is to engage students in a thoughtful and sophisticated exploration of security: security in their personal life, security for their local community, and security in their global community. The lessons in this book do not purport to offer answers to challenging questions. They are designed to provide students with baseline information and guidance in exploring the contributions they might make to create a more peaceful world.

An old Chinese Proverb tells us: "I hear and I forget; I see and I remember; I do and I understand." Somewhat more recently, William Glasser, in his book *Control Therapy In the Classroom* (1965), explained what influences student ability to retain information and ideas. Students, according to Glasser, remember 10% of what they read; 20% of what they hear, 30% of what they see; 50% of what they see and hear; 70% of what they discuss with others; 80% of what they experience personally (that involves feelings); and 95% of what they teach someone else.

Lessons in this book incorporate a variety of strategies that model cooperative and collaborative learning. Students put into practice a variety of skills as they teach one another, discuss issues, and combine auditory, visual, and experiential learning. The lessons rely heavily on students conducting independent and small group research. They challenge students to develop and practice critical thinking and problem-solving skills. The lessons and strategies can be applied to a wide variety of disciplines, and content can easily be supplemented or substituted to accommodate your current focus of study. Most important, we think, is our responsibility to help students become proficient in applying analytical skills when evaluating ever changing factual situations.

Lessons in this book are designed to help students:

- Explore security, conflict, peace, and violence from a personal perspective to discover how the presence or absence of these conditions affects their own lives, their relationships with others, and the well-being of their local communities.
- Elevate their understanding of the connections between the need for security and the roots of conflict on personal, community, national, international, and global levels.
- Recognize the interconnectedness of events and ideas that contribute to shaping world conflicts.
- Use new skills in exploring concepts of peace and common security.
- Actively participate in activities and case studies that highlight the decision-making process.
- Experience and practice the processes of peacemaking as they apply to various levels and intensities of conflict, from interpersonal to global.
- Become familiar with the tools of public policy, the forums for public decision-making, and the means of citizen partici-

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pation as applied to local, national, and international conflicts.

We invite you to incorporate your own imagination and creativity, and that of your students, as you use these lessons.

How Project Goals Interface with Social Studies and Other Standards

Effective citizens must have knowledge and understanding of the world beyond our borders—its peoples, nations, cultures, systems, and problems: knowledge of how the world affects us; and the knowledge of how we affect the world. The increasing internationalization of society and interdependence among peoples and nations brings a new dimension to the citizen's role, and places a special responsibility upon our educational institutions to develop citizens able to function effectively in that world. — From: ***The United States Prepares for its Future: Report of the Study Commission on Global Education***, 1987

The lessons in this book are all interdisciplinary. They focus primarily on the social studies (history, geography, civics, law-related education, and economics) and language arts. Science and mathematics are incorporated into many lessons, and extension activities invite additional integration of science and mathematics.

The Social Studies

The ten themes that form the framework of the social studies are incorporated into this collection of lessons.

CULTURE: This theme helps students identify commonalities, and uncommon characteristics, of different cultures. While using these materials, students will identify and explore common needs for security and varying definitions of security based on the geography, history, sociology, and anthropology of a group of people that share a similar culture, nationality, or geographical residence. How culture influences, and has influenced, decision-making and conflict resolution practices will be investigated.

TIME, CONTINUITY, AND CHANGE: This theme helps students reconstruct and interpret the past from a variety of historical perspectives. Students identify their own connections to the past, how the world has changed, and how it might change in the future. This theme is highlighted in lessons that review the history of institutions and events as they interface with our perceptions of "security." They will explore how changes in technology, science, and communication have altered the dynamics and approaches to conflict resolution. Students are repeatedly asked to reconstruct and analyze personal, local, and global changes that impact interpretations and measurements of security. Problem-solving activities ask students to brainstorm how they might influence personal and global security in the future.

PEOPLE, PLACES, AND ENVIRONMENTS: Studying the relationships between these three factors assists students in creating spatial views and geographic perspectives of the world beyond their personal locations. Lessons in this collection ask students to investigate relationships between the physical location and the natural environment or resources of a culture and the current levels of security enjoyed, or threats to security experienced, by different peoples. Students will assess how physical location, patterns of historical exploitation or privilege, and access to natural resources influence a 'security continuum' for different peoples.

INDIVIDUAL DEVELOPMENT AND IDENTITY: This theme addresses how personal identity is shaped. Students will explore how their own culture, group participation, and relationship to organizations influence their relative security in this world. Students will participate in lessons, which study the roles and responsibilities of peacemakers and peacekeepers. They will be given the opportunity to develop skills that they can incorporate into their daily lives and identities.

INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions such as schools, communities of faith, governments and sub-groups of governments, inter-government organizations, and non-government organizations play integral roles in people's lives and contribute to shaping where they are placed on a "security continuum." Lessons in this collection will guide students in learning about the structure of various organizations and their roles in influencing the financial, political, and social security of individuals and groups.

POWER, AUTHORITY, AND GOVERNANCE: Understanding the historical development of formal and informal structures of power, authority, and responsibility, and their evolving functions, contributes to the development of civic competence. How these dynamics influence the advancement of, or obstacles to, the acquisition of human rights is explored throughout these lessons. Students will investigate how individuals and organizations work within, or outside of, established frameworks of power, authority, and governance to influence their own security and the security of others.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION: In these lessons, students learn to distinguish between wants and needs, and analyze issues related to the ethical or political distribution of global resources. Basic economic principles and theories are introduced, and students are asked to apply the principles to historical and contemporary factual situations, as well as fictional scenarios.

SCIENCE, TECHNOLOGY, AND SOCIETY: Technology forms the basis for some of today's most challenging social conflicts. The production and distribution of "goods" as divergent as atom bombs or computer games influence the development of economic, social, and environmental policies. These lessons and activities ask students to consider how we can preserve fundamental values and beliefs in the face of rapid technological change and create equitable access to the benefits scientific developments bring. Students will review how access to technological advancement influences the "security" of individuals, groups, and nations. They will investigate how advances in technology contribute to creating and resolving conflict.

GLOBAL CONNECTIONS: Our shrinking world is the focus of many lessons in this collection. Students are asked to consider new and expanding developments that contribute to the necessity that we view the world differently than we have in the recent past. Transboundary conflict, global trade, and the development of intercultural competencies are the focus of this theme. Students will investigate how global interdependence influences the security of all "players."

CIVIC IDEALS AND PRACTICES: The United States Constitution, United Nations Charter, and Charter on the Rights of the Child are primary documents which help shape national and global standards of citizenship or civic participation. These and other documents, and less formal structures of civic involvement, are introduced theoretically and through the study of history. Students will learn how they can employ institutionalized mechanisms and personal skills to make a positive difference and create a more secure environment for themselves and others.

Language Arts

Lessons and activities in *Conflict in Context* extensively incorporate reading, writing, listening, speaking, and research skills.

READING: These lessons require students to read from a variety of sources, and select appropriate source materials for different assignments. They will be expected to use new information from texts to clarify or refine their understanding of academic concepts. And, they will be asked to analyze readings based on the historical context of the material and the perspective of the author. The type and variety of readings required to conduct assigned research will introduce students to new vocabulary and new contexts in which to consider seemingly familiar words.

WRITING: Students will work independently and in small groups drafting reports, position papers, oral arguments, and speeches. They will be asked to develop slogans and other forms of persuasive argumentation to support positions they have developed through research. Other writing assignments will call for reflective writing.

Students will be expected to organize, draft, synthesize, and edit information. They will be expected to incorporate new vocabulary, which will be introduced with each new lesson. Written material will be developed for a variety of audiences. Some will be turned in to teachers for review, some will be shared with small and large groups of students, and other material will be published for distribution to larger community audiences or submission to broad-based community publications.

LISTENING AND SPEAKING: Throughout these lessons, students will be asked to contribute to class and group discussions. They will have opportunities to report on personal knowledge about a topic and question others about their knowledge of a topic. They will have regular opportunities to share and defend their opinions on a variety of topics and critique the opinions of others.

Students will be required to prepare and present verbal presentations to deliver to the rest of the class, either on their own or with peers. They will be asked to listen to the presentations of others and evaluate the quality and effectiveness of those presentations. They will be encouraged to ask questions that broaden and enrich classroom discussion. Students will also be asked to analyze the quality of information and perspectives offered in presentations made by guest speakers and/or presented in the media.

RESEARCH: Many of the these lessons require students to conduct research independently, and in small groups. Students will conduct written and oral surveys. They will then tabulate and analyze data gleaned from survey instruments.

They will be asked to use print (newspapers, magazines, almanacs, biographies, history texts, dictionaries, and government publications) and audio-visual (television, radio, videotapes, internet) resources to develop reports, position papers, articles, and speeches. They will be asked to assess the motives, credibility, and perspectives of the authors of the above materials. A variety of strategies will be used in which students will be asked to synthesize information from multiple sources, and then draw conclusions that require original thinking and the development of a position that they can defend.

How to Use This Book

- Read the "Lesson in Brief" and "Notes and Suggestions" sections of a lesson before beginning the lesson with your class. A lesson will work more smoothly if you have a day or two to think it over before starting.

- Check the "Materials" section of a lesson in advance. Most materials are easily available. In some cases you will need to plan the lesson or activity in advance in order to be prepared. You might be asked to save newspapers in advance of beginning a lesson, or you might have to schedule library or internet use in advance when your students are going to be asked to conduct research.
- Check the "Time" section of each lesson before starting the lesson. The amount of time listed is an estimate. Your class periods may be longer or shorter then they are in other schools. You may need to adjust the amount of time needed. Also consider how much experience or skill your students have with working together in small groups or conducting research. This will influence the amount of time needed.
- All of these lessons come with a complete set of student handouts. They are located in the back of this book and are labeled to correspond with the appropriate lesson. They are ready for you to use. You may reproduce material for your classroom use.
- Each lesson or activity includes suggestions for follow-up, or extension, activities. These suggestions can be used to extend the study of a specific topic with the entire class, or as extra credit activities, or they may be given to students who complete assignments ahead of the rest of the class. In most cases students will be asked to work cooperatively or collaboratively, so extended assignments often will need to be given to an entire small group of students.
- Many lessons provide somewhat different tasks—or levels of sophistication of the tasks—to be completed by different small groups of students. While we encourage grouping students with different strengths and weaknesses together, you may want to consider the composition of the groups when assigning tasks to each one.

The lessons and activities in *Conflict in Context* are designed to be "user-friendly" and flexible. They can be used to supplement any core curriculum in a variety of ways:

A TWO OR THREE WEEK UNIT ON INTERPERSONAL CONFLICT RESOLUTION

A concentrated engagement with introductory conflict resolution skill-building will provide a solid foundation for moving into other lessons in this book. It will also help students begin to analyze broad dynamics and personal/institutional agendas, as they relate to conflicts that appear in literature, history, and current event readings. They will help students begin to recognize how situational dynamics influence approaches to conflict resolution. Lessons and activities that appear in Chapters 2 and 3 will help build that foundation. They will also begin to guide students in exploring what 'security' means to them, and how it affects the world around them.

A TWO OR THREE WEEK UNIT THAT FOCUSES ON A SINGLE ASPECT OF SECURITY

This collection of lessons follows a traditional social studies organizational model. Starting with activities that explore "security" and "conflict" as they affect the personal life of an individual, it focuses first on the community and then proceeds to explore national, international, and global security. As you will see, the content of each lesson as organized does not always fit into a single category, because our world no longer allows such simple compartmentalization. By starting with the organization of the lessons, as presented in the table of contents, and then reviewing additional lessons, you could put together a unit that focuses on a specific era in history, a geographical part of the world, or an area of study, such as the environment or conflict resolution. Generally speaking, lessons within a chapter start with less complex strategies and content and move on to greater complexity and sophistication.

A TWO OR THREE WEEK UNIT THAT INCLUDES SAMPLE LESSONS FROM CHAPTERS 2-5

Using this framework, the teacher would survey the material and select a lesson or two from each chapter, thus introducing students to a sampling of lessons or activities addressing each focus of "security," from the personal to the global. We suggest starting with Chapter 2 and moving forward sequentially. This approach will also give you the opportunity to focus on content areas that most interest you or to create a unit that includes lessons focusing on each of the social studies, for example.

PICK AND CHOOSE

Each of the lessons in this collection can be used on its own independent of other lessons. Lessons need not be used in any particular sequence or as a unit. You may want to select lessons as they complement units of study from other sources, or as they add breadth of information or scope to current events. Lessons from the first two chapters might be appropriate as your students are embarking upon a school-based conflict resolution program or struggling with a conflict.

AMEND OR ADAPT LESSONS TO FIT YOUR CURRICULUM OR AREAS OF INTEREST

Most lessons in this collection can be easily amended or adapted to better suit your needs, or expand their usefulness. For example, problem-solving activities can be adapted to use with problems other than the real or fictional problems presented with the lesson. Strategies used in research–based lessons can easily be amended to focus on a different research topic. Or lessons that ask students to focus on defining a word or concept—i.e. peace, security—can easily be used with a different word or concept, i.e. justice, freedom, etc.

MIX AND MATCH PORTIONS OF LESSONS

In many cases, portions of lessons can be mixed and matched. New vocabulary introduced in one lesson can often enrich another lesson, and research conducted for one lesson can be used to strengthen another lesson. Often, suggested extension activities can be used with more than one lesson, although they are only listed with a single lesson. Only your creativity and imagination will set limits on using lessons in this way.

USE HANDOUTS OR LESSON STRATEGIES TO SUPPLEMENT OTHER MATERIALS

Handouts that are attached to the lessons can often be applied to activities or lessons other than those that are part of this collection. Handouts explaining the structure of the United Nations and the Declaration of Human Rights, for example, could be put to use when investigating current events related to the U.N., as they arise. Handouts with data about women's, children's, or workers' rights, for example, could be put to use in planning debates, writing essays, or when making comparisons to historical readings about a different era. Again, use your imagination.

QUOTATIONS

Most lessons and activities in this collection have quotations below the titles. The quotations were selected to add "words of wisdom" about the topic of study. Most of the authors, or speakers of the quotations, are well known and should be familiar to you. In some lessons, the language of the quotation is incorporated into the lesson. In most cases they are not. Quotations may be written on the board for students to ponder before or during a lesson; they can be used to discuss a topic before starting with the lesson; or they may be used as part of an extra credit assignment where students are asked to write an essay about the quote. Use your imagination or that of your students in finding new ways to incorporate the quotations. A couple of suggestions to get started:

- Post quotations that appeal to you on a bulletin board, poster board, or web site that students have regular access to. Ask students to add to the collection as they find meaningful quotations in news reports, literature, conversations with friends or family, etc. Use the quotations as a springboard for class discussions, debates, creative writing assignments, etc.
- Post a selection of quotations from this book, or other related quotations, and ask students to conduct research about the speakers of the quotes, the times, people, or places referred to in the quotes, or the use of specific language in the quotations.
- Ask students to consider whether a quotation written during one era can be appropriately applied to another time in history. Ask them to explain their reasoning in written or verbal form.

CHAPTER 2

Exploring the Basic Concepts

The interactive lessons in this chapter introduce students to basic concepts and skills that will lay a foundation for lessons that appear in subsequent chapters. These lessons provide non-threatening approaches to initiating discussion about conflict.

Lessons in this chapter should help students begin to move beyond solely emotional reactions to conflict, providing them with new language and models of examining conflict.

These lessons can be used to fulfill a variety of diverse objectives. Teachers may choose to focus primary attention on vocabulary building, skill building, or introducing and refining small group interaction and shared decision-making. The lessons are as follows:

Lesson 2-1: Discovering Our Differences is a simple interactive activity that engages students in brief conversation with classmates. Students get to know each other a little better and to talk to peers with whom they may not otherwise converse.

Lesson 2-2: Managing Conflict provides a straightforward, easy-to-follow framework for analyzing obvious examples of conflict. Fictionalized conflicts are safely analyzed by students in this lesson.

Lesson 2-3: Exploring the Conflict Continuum provides students with a framework for analyzing the sequence of conflict escalation. Students will practice manipulating the sequence of the continuum to achieve different results.

Lesson 2-4: Five Dimensions of Conflict introduces students to extensive new vocabulary that is used to analyze and compartmentalize varieties of conflict situations. Small groups of students will teach the class about each of the five dimensions.

Lesson 2-5: Diversity and Conflict is a non-judgmental lesson that provides students with the opportunity to assess and problem-solve simple conflict scenarios that are compounded by bias.

Lesson 2-6: Walking the Talk: Collaborative Car Pooling places students in stressful interpersonal situations. Concern for environmental quality and obeying the law makes it impossible to easily remove themselves from the situations. Students will be introduced to and will practice active-listening skills to de-escalate conflict.

Lesson 2-7: The –Ate Processes of Peacemaking leads students through an analysis of language that describes a variety of peacemaking strategies. Using interactive strategies, students will become acquainted with each type of practice and learn how to differentiate between them. They will analyze real conflict situations and identify which process or processes were applied.

Lesson 2-8: Keys to Effective Negotiation briefs students on basic concepts and steps followed in a negotiation and gives them an opportunity to practice negotiation through role playing scenarios.

LESSON 2-1

Discovering Our Differences

> *It is important not to draw lines around yourself. That is, if someone wants you to go to a boxing match, you should not say, "How vulgar. I don't go to boxing matches." Or, "I'm not interested in accountancy. I'm a musician." You should try to find out a bit about what is going on in other fields. — S.I. Hayakawa*

LESSON IN BRIEF:

During this activity students will become "winners" by identifying varieties of differences between themselves and their classmates. They will use an interview process to discover things they did not previously know about their classmates.

TIME: One Half Hour

MATERIALS:

- Handout 2-1a: Discovering Our Differences Bingo

LEARNING OUTCOMES:

- Identified new elements of diversity that exist within their class, of which they were not previously aware.
- Conversed with fellow students to whom they do not routinely speak.
- Practiced how to "break the ice" and start a conversation with someone they are not familiar with.

NOTES AND SUGGESTIONS:

Before starting this activity, give students permission to pass on any question they are not comfortable answering, or that they feel violates their privacy.

LESSON SEQUENCE:

1. Give a copy of Handout 2-1a: Discovering Our Differences Bingo to each student. Explain that they will have 20 minutes to complete as many bingo's as they can: across, down, and diagonally. Make sure that everyone knows how to play bingo. Students must follow two rules:

- Students should interview each other to find someone whose answer to each box is the opposite of, or contrasts with, how they would respond to the statement. The object of the activity is to identify differences—not similarities. When they find a contrasting match with another person, they each write their names in the appropriate box on the other person's bingo card.
- Students cannot use the same person's name more than once on their bingo card.

2. Answer questions about the meaning of the statement in any box not understood. Choose one category and ask students to generate some questions that they would ask each other to determine whether there is a "match for differences."
3. When students have a bingo, they can call out, "BINGO," and the teacher or student facilitators should check it and place a sticker on the winning bingo card. Let students know that they can keep playing until the time is up. You may want to give a prize to the students who complete the most bingo's.
4. When the time is up, you may want to call out a few categories and ask a pair of students to explain the differences they identified with one another. You may also want to explore these questions:
   - What did you find out about your classmates that you didn't know before?
   - Were there any surprises that you discovered about your classmates?
   - Were there some boxes that were easier or more difficult to find a contrasting match with?
   - Did doing this activity result in your thinking that classmates are more or less diverse than you previously thought?
   - Do you think that participation in this activity might make it easier for you to approach someone you think is different from you in the future? Why? Why not?

EXTENSION ACTIVITIES:

- Ask each student to write one item to be put in a bingo card square. Create a new bingo card using items submitted by students and play the game again.

LESSON 2-2

Managing Conflict

Never doubt that a small group of thoughtful committed citizens can change the world; indeed it's the only thing that ever has.
— Margaret Mead

LESSON IN BRIEF:

This lesson will guide students in identifying conflict situations presented in fiction, while assessing the problem-solving skills of the characters in the book.

TIME: One class period and time for research

Materials:

- Handout 2-2a: Managing Conflict

LEARNING OUTCOMES:

- Participated in creating a definition of "conflict."
- Identified a conflict within a fictional reading assignment.
- Brainstormed original solutions to a conflict presented in the fiction they have read.
- Compared their own original solutions with the solutions employed by characters in their book.
- Identified basic skills that are helpful in resolving conflict.

NOTES AND SUGGESTIONS:

Guide students in selecting fiction with a story that contains a clearly identifiable conflict that is not elaborately complicated.

LESSON SEQUENCE:

1. Working with the entire class, create a definition of "conflict" that everyone can agree on. If there is conflict over what the definition should be, engage the whole class in a brainstorm to analyze their different perspectives of the term "conflict." Write all of their responses on the board.
2. Offer the suggestion that a conflict can be defined as an alternative point of view or value. Compare this definition with

those that the students offered. If a student suggested a definition similar to "an alternative," move to the next step.

3. Compare the perspective that a conflict is "an alternative view or value" with other definitions suggested by students.
4. Create a class definition of "conflict" that incorporates the concept of an alternative view with additional concepts identified by students.
5. Ask students to share examples of different conflicts they have been involved in.
6. Explain that students will now explore conflicts that occur in fiction.
7. Each student should select a book. The teacher may want to work with the school librarian or media specialist to select in advance a variety of books that provide clearly stated examples of a conflict. Depending on the amount of time you want to devote to this lesson you will want to select books of an appropriate length. You might want to select books with short stories.
8. Each student keep a record of conflicts in the story as they read the book. They will later transfer portions of the material to a worksheet.

   After students have completed their books, distribute copies of Handout 2-2a: Managing Conflict. They should answer the questions on the handout during class, relying on their notes.
9. Debrief the activity by asking students:
   - Whether they think the characters in the book peacefully resolved their conflict.
   - Whether they think they were able to come up with a better solution than the characters in the book.
   - How the personalities or character traits of the characters contributed to the problem and to the solution.
   - Were the characters able to find a win-win solution? How did they do it, or if they were not able to, what prevented them from arriving at a win-win solution?
10. Copy the list of skills below on the board and explain that these are five basic skills that are helpful in resolving a conflict.
    - Identifying the problem that is causing the conflict.
    - Viewing the conflict from the other person's perspective.
    - Exploring cooperative win-win solutions.

- Determining the solution that works for both parties.
- Creating a plan for implementing the solution.

11. Ask students if the characters in the stories they read used these basic steps. If so, were they successful? If not, would they have helped? Why or why not?

EXTENSION ACTIVITIES:

- Select a short television program or clips from a film that highlights a conflict. Students should view the film together and complete Handout 2-2a: Managing Conflict. A class discussion afterwards should be conducted to compare and contrast how students interpreted the conflict and identified the roles of different characters in starting, escalating, or resolving the conflict.

LESSON 2-3

Exploring the Conflict Continuum

So strong is the propensity of mankind to fall into mutual animosities that where no substantial occasion prosents itself, the most frivolous and fanciful distinctions have been sufficient to kindle their unfriendly passions and excite their most violent conflicts. But the most common and durable source of factions had been the various and unequal distribution of property. —James Madison

LESSON IN BRIEF:

This lesson guides students through activities that will help them assess the dynamics of contemporary and historical conflicts at local, national, and international levels. Students will use contemporary or historical literature and news reports to identify, investigate, and discuss conflict.

TIME: Two to four class periods

MATERIALS:

- Handout 2-3a: Conflict Continuum Cards
- Handout 2-3b: The Conflict Continuum Worksheet

LEARNING OUTCOMES:

- Practiced using critical thinking skills to analyze conflict in systematic ways.
- Examined conflict from the perspectives of diverse individuals, groups, and governments that are directly involved in conflicts.
- Developed an appreciation of the complexity of conflict and the challenges of constructing "workable" solutions.
- Developed an understanding that "workable" solutions must meet some interests and needs of all parties in order to be successful.
- Participated in an activity that relies on practicing group problem-solving skills.
- Applied investigative skills while conducting research.
- Advanced their composition and other writing skills.

NEW VOCABULARY:

- Continuum
- Interpersonal
- Intragroup
- Intimidation
- Intrapersonal
- Consensus
- Clarity
- Intergroup

NOTES AND SUGGESTIONS:

The activities below can be used individually or as a group. They would be best used in conjunction with the study of current events or literature that highlight factual or fictional conflict situations. Conflicts applied may be interpersonal, between or within groups, or international.

LESSON SEQUENCE:

1. Prepare for this activity by copying and cutting multiple sets of the cards on Handout 2-3a, and duplicating a classroom set of Handout 2-3b.
2. Identify a conflict situation that stems from a piece of literature, current event, or historical situation that you have been studying; or ask students to select an example of one of the above that documents and details the sequence of a conflict situation.
3. Distribute sets of the Handout A cards to pairs or groups of students and ask them to work together to place the cards in order, using the various criteria in Handout 2-3b. Depending on how much time you want to devote to this activity, you may want to assign only one or two of the six criteria to each set of students. Explain to students that they may not be able to apply all of the cards to each situation. Urge them, however, to apply as many cards to each criterion as possible.
4. Once the small groups have completed Handout 2-3b, ask two different groups of students to work together debriefing their responses. Ask them to compare and contrast the sequencing of one group with the other. Ask them to discuss:
   - What evidence, theory, or experience they drew upon to support their designations.
   - At what point in the sequencing activity did they have differences of opinion about where to place the words and phrases?
   - Was it easier or more difficult to discuss conflict in the abstract, or apply it to a specific situation? Why?

5. Write the following on the board as a sequence: 1) Lack of clarity, awareness, or information; 2) Misinformation; 3) Diffences of opinion; 4) Disagreement; 5) Argument; 6) Dispute; 7) Verbal threats or intimidation; 8) Threatening postures and facial expressions; 9) Verbal and psychological attacks and abuse; 10) Physical acts of agression and abuse. Explain to students that conflict situations often escalate in this sequence. Compare and contrast this sequence with those established by students during the activity.
6. Facilitate a class discussion to debrief the activity. Identify a current conflict in your school or community and determine what stage it is at and what stage it might be at if the situation were managed differently.

EXTENSION ACTIVITIES:

- Ask students to write an essay analyzing a conflict from a piece of literature, current event, or account of an historical event. Have them apply as many of the eight words or terms introduced in Handout 2-3a as possible.
- Select descriptions of conflict in literature, current events, or history. One selection should depict interpersonal conflict, the second, conflict between groups or within a group, and the third, conflict between nations. Divide students into groups of three or four and give materials about each of the conflicts to two of the groups. Using Handout 2-3a, ask each group of students to work together in developing consensus about how to best describe the progression of the conflict. (If there is sufficient time, ask students to conduct research to better familiarize themselves with the complexities of the conflict.) Debrief the work of each group during a full class discussion. Focus on whether the students can identify any different dynamics in the ways that individuals, groups, or nations become involved in conflict, escalate the conflict, or de-escalate the conflict.

LESSON 2-4

Five Dimensions of Conflict

Fear is the path to the Dark Side . . . . Fear leads to anger . . . anger leads to hate . . . hate leads to suffering. —Yoda (Star Wars, Phantom Menace)

LESSON IN BRIEF:

This cooperative learning activity will introduce students to five basic dimensions of conflict that can be applied to any conflict situation.

TIME: Two class periods

MATERIALS:

- Handout 2-4a: Five Dimensions of Conflict

LEARNING OUTCOMES:

- Been introduced to basic concepts and vocabulary that will assist them in analyzing conflict situations and resolving conflict.
- Practiced mastering new information while working with a group of peers.
- Integrated new information and vocabulary learned into a presentation for peers.

NEW VOCABULARY:

- Intensity
- Duration
- Affirmation
- Diffuse
- Perception
- Capital Intra-group
- Global
- Frequency
- Accomodation
- Internal
- Duration
- Restorative justice
- Transboundary
- Intensity
- Avoid
- Global
- Frequency
- Perception

NOTES AND SUGGESTIONS:

Mastery of these basic concepts will prove valuable to students as they work on subsequent lessons in this book, and in real life. Take time in this lesson to make sure students understand the concepts and vocabulary introduced here. They should be reinforced through additional activities and integrated into additional lessons.

LESSON SEQUENCE:

1. Write the Yoda quote from the top of this lesson on the board. Brainstorm what the statement means.
2. Reproduce enough copies of Handout 2-4a: Five Dimensions of Conflict so that there is one for each student.
3. Randomly create five groups of students, with an equal number of students in each group.
4. Assign one "dimension of conflict" to each group and ask them to read and discuss their "dimension."
5. Allow enough time to make sure everyone understands the concepts and vocabulary in their dimension.
6. Ask each group to prepare a skit that demonstrates the concepts and vocabulary introduced in their dimension. The skit should apply the information introduced in the dimension to a conflict situation. Each dimension is complex, so students might want to choose just a portion of it to demonstrate.
7. Each group should present their skit to the entire class.
8. Following each presentation, the entire class should be asked to critique the presentation and ask presenters questions to clarify how one might recognize the dimension of conflict their presentation focused on.

EXTENSION ACTIVITIES:

- Have students perform their skits for another class, at a school assembly, or for a parent or community group.
- Ask students to write short stories about a conflict situation. Base the grade they receive for the assignment—in part—on how many vocabulary words from Handout 2-4a they used correctly in their story.
- A new movement in peacemaking is called "restorative justice." Its principles are often based on religious/spiritual beliefs and traditional community values. For example, Brulee Sioux tribal law is based on restitution and the importance of maintaining continuity in the community after a conflict. In other words, justice must not simply punish offenders but must enable the community to continue as a harmonious

whole. Have students research restorative justice and apply it to different conflict situations as found in literature or newspapers. They could also perform a restorative justice role play/negotiation.

LESSON 2-5

Diversity and Conflict

Everyone is a prisoner of his own experiences. No one can eliminate prejudices—just recognize them. —Edward R. Murrow

LESSON IN BRIEF:

This lesson will introduce students to several diversity-related dynamics that may contribute to escalating conflict. Students will practice identifying the dynamics and using their new skill to de-escalate conflicts.

TIME: One to two class periods

MATERIALS:

- Handout 2-5a: Diversity and the Conflict Escalator
- Handout 2-5b: Diversity and Conflict Scenarios

LEARNING OUTCOMES:

- Explored how misunderstanding, prejudice, and the use of "ammunition" can contribute to the escalation of conflict.
- Brainstormed ways to de-escalate conflicts which are based on human diversity.
- Discussed diversity and conflict at their school
- Practiced techniques which will help them manage and resolve conflict.

NEW VOCABULARY

- Escalation
- De-escalation

NOTES AND SUGGESTIONS:

If students are currently involved in a racial or ethnic conflict in your school or community, you might want to establish some ground rules about how that situation will or will not be discussed, before starting this activity.

LESSON SEQUENCE:

1. This opening exercise is optional. Ask students to select partners and sit face to face. Ask partners to look carefully at each other's hands and eyes for one minute in silence. Then ask students to describe the hands and eyes of their partners as fully and descriptively as they can. Give students three minutes to share with each other. Then as a whole group, take two or three minutes to do a popcorn–style sharing inviting any students who wishes to share what they observed and learned.
2. Explain to students that when people involved in a conflict are different from one another (gender, race, sexual orientation, or culture), that difference often contributes to escalating the conflict. Tell them you are going to explore some techniques for identifying these dynamics and using the information to de–escalate conflict.
3. Draw a "conflict escalator" on the board or newsprint. It should look like a flight of stairs with a new stage of conflict on each step. Starting at the bottom step and moving upward write these words and phrases: lack of clarity, awareness, information, misunderstanding, discovery of differences in goals, needs, values, opinions, disagreement, argument of dispute, verbal and psychological threats, intimidation, and attack, physical threats and intimidation, physical fights, and acts of aggression.
4. Discuss the steps. Ask students if they make sense, based on their personal experiences. Which steps are they most familiar with? Now ask them if they think that diversity contributes to the escalation. At which step is diversity most likely to come into play? Ask for examples.
5. Explain to students that differences can escalate—either intentionally or unintentionally—into conflict when there is misunderstanding, prejudice, or the use of "ammunition." Pass out Handout 2-5a: Diversity and the Conflict Escalator. Read the handout aloud and generate other examples with the group. Ask students to identify where on the conflict elevator they think it is most likely that ammunition, misunderstanding and prejudice comes into play. Ask for examples.
6. Divide students into groups of four and distribute Handout 2-5b: Diversity and Conflict Scenarios to each group. Each person in the group should read one of the scenarios and then, as a group, students should decide what caused the conflict:

ammunition, misunderstanding, prejudice, or a combination of these. Encourage groups to discuss why they made the choices that they did for each scenario.

7. Ask each group to choose one of the scenarios and brainstorm what people could say and do that would help de-escalate the situation. Give students about 15 minutes to work together. As a whole class, ask each group to identify the conflict they chose to work with, what they think escalated the conflict, and what steps might help to resolve it.
8. Ask students to remain in their group and think about and describe situations that they have witnessed at school where diversity issues have played a key role in conflict. Ask each group to record its observations and then answer the following question. Give students about 10 minutes for this activity.
   - If you were a member of a diversity team that included students, the principal, and several teachers, what two kinds of diversity conflicts would you most want to discuss and resolve?
9. Ask each group to report to the class the two conflicts that its members think would be most important to talk about and resolve at school.
10. Popcorn-Style, ask students to answer this question:
    - How do you imagine school would be different if these diversity conflicts were addressed? Give students three minutes to answer.
11. In closing, write the Edward R. Murrow quote given at the top if this lesson on the board. Ask students to comment on the quote.

EXTENSION ACTIVITIES:

- Read students brief excerpts from pieces of fiction or historical accounts where conflict erupts, relating to diversity. (These readings should be longer, and more complex, than the one or two sentence scenarios provided with this lesson.) Ask students to identify the dynamics of the escalation and then brainstorm possible de-escalating interventions.

LESSON 2-6

Walking the Talk: Collaborative Car Pooling

In one sense, civilization itself has been on a journey from its foundations in the world of nature to an ever more contrived, controlled, and manufactured world of our own imitative and sometimes arrogant design. —Al Gore (Earth in the Balance, 1992)

LESSON IN BRIEF:

Students will be introduced to and practice active listening skills during this lesson. They will role-play characters who are placed in a frustrating and inconvenient situation because of government imposed sanctions/laws. And, they will compare the situation in their role-plays to the plight of people in similar or worse situations elsewhere.

TIME: Two to three class periods

MATERIALS:

- Handout 2-6a: Carpool: It's the Law
- Handout 2-6b: Commuter Profiles
- Handout 2-6c: De-escalating Conflict through Active Listening
- Handout 2-6d: De-escalating Conflict through Active Listening: Role-Plays

LEARNING OUTCOMES:

- Been introduced to active-listening skills.
- Practiced active-listening skills through role-plays.
- Considered the role of government in imposing restrictions on the freedom of its citizenry.
- Analyzed a conflict situation from a variety of perspectives.

NEW VOCABULARY:

- Nontransferable

NOTES AND SUGGESTIONS:

Handout 2-6a: Carpool: It's the Law, is not a real law. However, the language and format of the Handout is a good facsimile of what a real law would look like. In fact, Colorado does have laws that restrict certain activities during high pollution months. They do not, however, restrict driving in this way.

LESSON SEQUENCE:

1. First, explain that this is a fictional situation. Then, explain to students that in response to severe air pollution problems, and an international conflict that has limited the supply of oil to the United States, the State of Colorado has passed a law restricting the right of residents to drive their automobiles. Distribute copies of Handout 2-6a: Carpool: It's the Law and ask students to read it.
2. Lead a discussion about what problems this law would pose for students' own families. Discuss the conflicting values of working together as a community to reduce air pollution and the right of families and individuals to control their personal lives as they relate to transportation. Discuss how they feel about having U.S. foreign policy and international conflict inconvenience them. Discuss how they feel about the legal and ethical issues related to this law.
3. Ask students to assume that they are a member of a family that includes two people who commute to work each day. The family also visits relatives, attends church, goes grocery shopping and has routine errands that they are accustomed to using their car for. Brainstorm strategies that their families could use to carry on their daily activities without breaking the new law.
4. Explain to students that they will be participating in a role-play situation. They will be playing the roles of people who are setting up car pooling partnerships to help them comply with the new law. Randomly distribute one copy of a commuter profile to each student (Handout 2-6b: Commuter Profiles). The profile will explain what they should perceive to be their driving needs. Members of the class should then circulate within the classroom to locate one or more people who they think are most compatible with them personally and whose transportation needs are similar. Tell students that each of the people live within a block of each other.
5. Explain that students should negotiate the terms of their car pooling agreement. Ask them to consider the following issues when selecting car pool partners:

- To what extent will car pooling with this person help promote the health and safety of everyone in the community? To what extent do I value this goal?
- To what extent will car pooling with this person help support the foreign policy of my country that is involved in a conflict with a nation that formerly sold oil to my country? To what extent do I value this goal?
- To what extent will selecting this person make my commute to work convenient or inconvenient?
- To what extent am I willing to be inconvenienced to help a neighbor?
- In what ways will I personally benefit from this experience?
- How comfortable or uncomfortable will I be spending time with this person?

6. After each student has selected car pool partners, lead a class discussion about the ease or difficulty they experienced. Ask if they think the selection of car pool partners and the agreements they negotiated will work.
7. Explain to students that the car pooling partnerships are experiencing problems and that they are all going to work on resolving the conflict that has arisen. Explain that all parties involved realize that they must comply with the new law and make the situation work, or find a new one.
8. Distribute Handout 2-6c: De-escalating Conflict through Active Listening, and discuss the skills explained on the handout with students.
9. Distribute Handout 2-6d: De-escalating Conflict Through Active Listening: Role-Plays. Ask students to assemble in groups of three. Students should role-play Situation #1. They should rotate roles, each playing Person A, Person B, and Observer once. They should switch roles every 2-3 minutes.
10. Convene the entire class and discuss their experiences. Ask one or two of the groups to demonstrate their role playing in front of the class. Solicit constructive feedback afterwards.
11. Question the entire class about their experience with the role-plays. Some sample questions to ask:
    - Which role was easiest, or most comfortable? Why?
    - Is active listening a skill you think you can use in real life?
    - What was most difficult about the role-play?

- To what extent were you influenced by the fact that you were car pooling to help solve a problem faced by your country and community, and not just for personal convenience?
- Would the imposition of this kind of new law make you feel more cooperative about the situation, or angrier?
- Which active listening skill was most useful?

12. Reconvene students in the same groups of three and ask them to play each of the three roles in Situation 2. When they are finished, discuss whether this session was easier than the first. Why? Why not? Do they feel any better equipped to use these skills in their personal lives, after having practiced a second time?
13. Continue the dialogue, but redirect it to further discuss student feelings and attitudes about being forced to obey a new law that limits their freedom. Some potential questions:
    - Can you think of examples where citizens of other counties have had government restrictions placed on their personal freedom? Israel/Palestine is an example.
    - What examples can students think of where resources are scarce?
    - How would the inconvenience of the situation in this role-play compare with the examples students just mentioned?
    - Do students have different expectations about the role of government in the U.S. than they would about other governments? What are their expectations based on? Are their expectations fair?
    - Ask if students know about rationing during World War II. If not, explain the situation to them. Follow up by asking how they would compare this role-play situation with the rationing that took place during WWII. What values or criteria do they use as a basis of comparison?
14. Ask two or three students to summarize what was learned during this lesson.

EXTENSION ACTIVITIES:

- Ask students to conduct research about government sanctions that have been imposed on citizens in other countries. Ask groups of students to present the results of their investigation to the rest of the class in a panel format. Four or five students who have investigated different countries should present their information, and then discuss the similarities or differences between the events and circumstances they reported. Their discussion should be followed up with questions from the rest of the students and with additional information being introduced by other students.

- Ask students to investigate situations where limitations have been placed on people in the U.S. by the government. Review case studies to identify situations where courts have upheld the right of the government to restrict citizen activity and where they have found government agencies in violation of the law when imposing restrictions. Repeat the panel discussion as described above.

LESSON 2-7

The -Ate Processes of Peacemaking

The Medium is the Message because it is the medium that shapes and controls the search and form of human associations and actions.
—Marshall McLuhan

LESSON IN BRIEF:

This lesson will provide students with the opportunity to become familiar with and apply a variety of peacemaking techniques, or processes. They will discuss the use and appropriateness of different processes in various interpersonal, community, national, and international conflicts.

TIME: Two class periods

MATERIALS:

- Handout 2-7a: The –Ate Processes of Peacemaking
- Handout 2-7b: Applying the –Ate Process
- Eight to ten news clippings that describe various conflicts from interpersonal to global. (You will need several copies of each news clipping.)

LEARNING OUTCOMES:

- Been introduced to and learned to identify a wide variety of peacemaking processes.
- Applied new knowledge of peacemaking processes to real and fictional situations.
- Participated in large and small group discussions in which were analyzed complex issues.
- Practiced written and verbal communication skills using newly acquired vocabulary.

NEW VOCABULARY:

- Initiate
- Conciliate
- Facilitate
- Negotiate
- Mediate
- Arbitrate
- Adjudicate
- Asylum
- Litigate
- Legislate
- Collaborative
- Bi-lateral
- Neutral
- Multi-lateral
- Demilitarization
- Adversarial

NOTES AND SUGGESTIONS:

When selecting news clippings make sure they are conducive to moving toward resolution (conciliation, facilitation, negotiation, arbitration, etc.) Caution students to refrain from discussing conflict situations that involve people or groups that they know are in class. This will help avoid prejudicing class members about a conflict situation that is not yet resolved, violating someone's privacy, or embarrassing someone.

*The idea for the "ate" words framework is from *Elementary Perspectives*, by William J. Kreidler

LESSON SEQUENCE:

1. Write the "–ate words" (Initiate, Communicate, Conciliate, Facilitate, Negotiate, Mediate, Arbitrate, Adjudicate, Litigate, Legislate) on the board or newsprint, leaving a large amount of space around each word. Ask students what they know about these processes, using any of these questions to find out what students know and understand about the terms. Encourage students to guess at the definitions if necessary, and explain that at this juncture you are seeking preliminary definitions.
   - Where have you heard these words before? In what context?
   - What do these words mean to you?
   - Can you think of personal, community, or political examples in which individuals and groups have used these processes? Who was involved? What was happening? What

had happened leading to the situation? Did the process work? Why? Why not?

- Can you think of fictional (books, movies, television programs) examples where individuals and groups have used these processes? Who was involved? What was happening? What had happened before? Did the process work? Why? Why not? Was the use of the process credible?
- What differences have you observed about how various –ate processes work?
- Which process do you think works best?

Jot down students' responses on the board or newsprint and keep adding information and examples as you continue the activity.

2. Pass out copies of Handout 2-7a: The –Ate Processes of Peacemaking to pairs of students. Read the handout together, soliciting examples as you read, and clarifying the differences between peacemaking processes. One way to "concretize" this discussion is to think of school related examples of each process. (Examples should be theoretical and care should be taken not to create prejudice about an ongoing dispute or to embarrass anyone).

   Be sure to point out how some processes allow conflicting parties to work things out themselves, on their own terms, while other processes leave disputants with little or no control over solutions or decisions.

   Ask a student, or students, to record comments on the list of processes that was started earlier.

   Discuss factors that make a conflict more or less difficult to resolve by the parties themselves. Be sure students consider whether hostilities are too hot for parties to use a voluntary process. Brainstorm a list of the type of situations where it is inadvisable for parties to try to resolve disputes on their own. For example:

   - A power imbalance between the individuals.
   - A dispute between individuals who are not familiar with one another's cultures.
   - Disputes that may involve the violation of a law or rule.
   - A situation where one or more parties are too emotional about the issue to be reasonable or rational.

3. Pass out news clippings and ask each pair of students to read the articles and talk through their understanding of the con-

flict so that they are able to summarize its present stage. Ask *them to consider:*

- The number of conflicting parties and how each party defines the problem.
- The duration, intensity, and history of the present conflict.
- The relevant history of previous peacemaking efforts that may influence the present climate.
- The present climate and relationship among conflicting parties.
- The familiarity of parties with each other's values, beliefs, and cultural norms.
- The presence of different cultural styles of negotiating, speaking, and 'doing business' that may impede communications.
- How gender roles may impact communication.
- The presence of key influential individuals who seek both a positive change in the relationship and the resolution of the conflict.
- The presence of any fairly obvious solutions that could benefit both parties.
- Outside influences that may pressure parties using the process.

4. Ask each pair of students to decide which process or processes of peacemaking would be the most effective choice given the present stage of a particular conflict. If they were advisors for this particular conflict, what next step would they recommend that might help the conflicting parties work toward resolution of the conflict?
5. Invite students to describe their conflicts and their process choices with the whole class.
6. Homework assignment: Pass out Handout 2-7a: The –Ate Processes of Peacemaking, which has the beginning of three different scenarios: interpersonal, community, and international. Ask each student to work with one scenario. Devise a system to insure that approximately equal numbers of students work on each scenario. Ask students to write three different endings for the same scenario. Each ending should incorporate a different approach to resolving the dispute. Students should refer to Handout 2-7a: The –Ate Processes of Peacemaking in selecting processes. Students should then write an analysis of

why they selected each of the three processes and assess which they think would work best, and why.

7. Ask students who worked on the same scenario to meet together in a group to discuss how they completed the scenarios. They should compare and contrast the three processes they chose to complete their scenarios. They should explain to one another their reasons for selecting the processes they used. Ask one student from each group to report the work of members of their group to the entire class.

EXTENSION ACTIVITIES:

- On a weekly basis, ask students to bring in one newspaper article, which exemplifies a pre-selected "–Ate of the Week" process.
- Rewrite history. Ask students to read an account of a real historical conflict. Ask them to rewrite history demonstrating how one of the –ate processes could have been used to achieve a more peaceable solution. Ask them to focus on when the –ate process should have been introduced and by whom.
- Ask students to interview a police officer or judge. They should focus on how often they think people could avoid involvement with law enforcement and litigation if they used other –ate processes. How do these professionals use –ate processes?

LESSON 2-8

Keys to Effective Negotiation

LESSON IN BRIEF:

This lesson will introduce students to key negotiation concepts that promote effective problem solving. Using role-plays and brainstorming, students will practice each of a dozen or more negotiation techniques.

TIME: One or two class periods

MATERIALS:

- Handout 2-8a: Keys to Effective Negotiation

LEARNING OUTCOMES:

- Been introduced to basic concepts of negotiation.
- Practiced identifying the difference between a position and an interest.
- Practiced identifying differences between short and long term goals.
- Developed an appreciation for the difference between changing behaviors and changing values.
- Practiced formulating questions that promote collaborative problem solving.
- Participated in group brainstorming and think-pair-share techniques.
- Practiced active listening, critical reasoning, and class discussions.

NEW VOCABULARY:

- Position
- Interest
- Think-pair-share

NOTES AND SUGGESTIONS:

Many of the terms used in the negotiation process are words that will be familiar to students. However, in many cases the words are used somewhat differently than students are accustomed to using them. Review some of the common words like "need" and "want" to help students clearly understand how they are used in a negotiation process.

You may want to substitute some of the scenarios below with more relevant scenarios that might be more interesting or exciting to students.

LESSON SEQUENCE:

1. Begin a quick group brainstorm by asking this question: "If people agree to negotiate or problem–solve, and enter the situation with very different views of the problem and its solutions, what do they need to do and say to be successful?"

   Ask students to identify important steps to completing a successful negotiation. Write student responses on the board or chart paper.
2. Distribute Handout 2-8a: Keys to Effective Negotiation to each student. Each student will recite one letter. Ask students to call off the letters A through K, and then start again with A. Ask each student to review the entire handout. Also, instruct each student to carefully read the section of the handout identified by the letter they called off. Tell students that they will be responsible for explaining their item to the class.
3. Ask students who are responsible for A, B, and C to explain their items to the rest of the class. Discuss A, B, and C by reading the first two "Positions" from the chart or the second page of the handout. Read the position and then ask the class to identify what some of the interests might be behind the position. Be sure to solicit three or four possible interests in each example. Continue the same process with additional positions. Discuss student responses as a whole group.

Position	Interest
Parent –"You must get your homework done before you go out on weekends."	Concern that homework will not get put off until Sunday night at 9:00 p.m.
Ban guns from cities.	Reduce levels of crime; reduce access to guns; make cities safer.

U.S. workers demand protectionist trade legislation in order to save American jobs.	Maintain the same number of high wage jobs for citizens who work in U.S. industries.
Elderly citizens – "I am not going to vote for another school bond issue."	Difficulties of paying increased property taxes while living on a fixed income. Increased property taxes could cause them to lose their homes.
The U.S. should give loans and money grants to Russia and other Eastern European countries.	Promoting increased political and economic stability while the former Soviet Union is in transition will increase U.S. security.
The U.S. should not intervene in Bosnia.	Fear of sacrificing American lives when national interests are vague; concerns about getting caught in another Vietnam.
I promise to improve education for every child in the nation.	I want to be elected.

4. Ask the student assigned to read D to explain it to the class. Use any of the following examples to discuss short-term and long-term goals.
   - A student hasn't met the teacher's deadline for getting an English paper in on time.
   - You have used your mother's car to go to work. As you are about to leave, you discover that the battery is dead.
   - A flood destroyed the homes of thousands of people and left them stranded, hungry, and without shelter.
   - The United States owes the United Nations millions of dollars in back dues. The United Nations may have to shut down some humanitarian operations because they lack sufficient funding to continue.
   - A furniture manufacturer needs a million feet of wood to fill orders. Supplies of oak would cost a great deal more

than pine. But oak would be more marketable and bring a higher profit margin. Owners of the furniture company know that it takes many years longer to replenish oak trees than pine trees.

5. Ask the student who reads E to explain it to the class. Ask students to think of "value conflicts" that they have experienced where their belief about "what is right and fair" was very different from that of the other party/parties.

   Then think about the value conflicts that make some public policy decisions very controversial or make it nearly impossible to even come to agreement on a decision. With each example, explore some of the value conflicts. Students are likely to give examples like abortion, welfare payments, contraception, legal drinking age, legalizing drugs. For each example, ask students to identify the opposition positions and the values that inform those differences in positions.

   Extend the discussion to explore the values that inform different positions about what is right and what is just in the global arena of human rights or environmental preservation. For example, U.S. citizens might be appalled at the frequent use of child labor in India and Pakistan where children as young as 10 spend their days weaving carpets. Ask students to consider the values in the U.S. that would ban child labor and the values in a developing country that accepts child labor.

6. Have a student explain section F. Ask students to consider this scenario:

   Two students are driving their cars out of a high school parking lot at the end of the school day. Heavy rain makes it difficult to see and the two cars collide. Each driver blames the other for the accident. The police are called and conclude that both drivers are at fault. What would be the best time and place to negotiate who will take what responsibility for having the cars repaired?

7. Continue with G. Read the following scenario to students:

   Maria and Steven are married to one another. They have just decided to buy a new rug for their living room. The cost of the rug is not important to them. They can afford to buy whatever they like. Maria wants to buy a handmade rug from Pakistan. She knows that young children who work long hours make the rugs in poor working conditions. But she believes that by buying the rug she will be putting money in the hands of the children who have to work to support their families. Steven is shocked at her willingness to buy a rug made by exploited children in a third world nation. He refuses to have a rug from Pakistan in his home.

Ask students to work in pairs. One should play the role of Maria, the other Steven (gender of students does not matter). They should discuss their values and beliefs as they relate to the purchase of a rug from Pakistan. After 2-3 minutes they should reverse roles.

Debrief the role-play focusing on how students felt when they reversed roles. Did their positions change?

8. Ask students to explain H, I, J, and K to the class. Discuss how techniques introduced in H, I, J, and K interface with each other. Read the following scenario to students and then ask them to work in pairs and role-play the two roles while practicing the techniques explained in H, I, J, and K.

Martin and Jeffrey are neighbors. They live in a small town where there is a warm climate all year. They each own their homes and have lived next door to each other for fifteen years. They have always had a friendly relationship.

Both Martin and Jeffrey have recently made changes in their lives that have created conflict between them. Martin, who plays the drums, has always dreamed of having a band of his own. He works in an office during the day. He recently met two other musicians who also wanted to start a band, and then they found two more musicians to join them. The five musicians practice at Martin's house most evenings and weekends. They love practicing together. Of all five musicians, Martin has the house that is best suited for storing instruments and practicing.

Jeffrey and his wife Amelia have just had a baby. They are thrilled to be parents. But, they are now faced with an infuriating problem. Because they live in a warm climate, they have always left their windows open to get fresh, cool air at night. Ever since Martin and his friends have been practicing their loud music, Jeffrey and Amelia have been very distracted by the noise. It keeps them up at night, and they can't even hear each other talk when they are eating dinner. Now that they have a child the problem is worse. The baby cannot sleep with the music coming in the windows. They are also bothered by the noise made when the four musicians and their friends and family arrive and leave in their noisy cars and trucks–often at one and two in the morning. All that traffic so close to Jeffrey and Amelia's home creates fumes that drift into their house.

Tensions between the two neighbors have escalated. Now they are going to meet to talk about their respective problems.

9. Debrief this last role-play. Which techniques were easiest to integrate into the role-play? Which was most challenging?
10. Review the lesson by asking a student to volunteer to reintroduce each of the negotiation techniques introduced in A-K. Each student should concisely summarize his or her explanation in one minute.

EXTENSION ACTIVITIES:

- Select articles from the newspaper that describe a conflict in detail. Ask students to practice each of the negotiation techniques on Handout 2-8a: Keys to Effective Negotiation by applying them to the fact situation reported in the newspaper.
- Record a portion of a television program or movie where the characters are attempting to resolve a conflict. View the selection with students and then discuss which of the negotiation techniques were used or could have been used.
- Ask students to watch a television program or movie that portrays a conflict outside of school and write a report analyzing how characters did or did not employ the techniques from the Keys to Effective Negotiation handout.

CHAPTER 3

Personal and Community Perspectives

Chapter Three sets the stage for students to begin thinking about and defining "security." Students will explore a generic definition of security and relate it to their personal lives and communities. These lessons are not intended to be content rich. The objective of these lessons to guide students as they start thinking about and discussing "security."

Lesson 3-1: Picture Security and Insecurity facilitates a process where students identify a broad collection of visual images that depict "security" and "insecurity." It will create "talking points" for further discussion of the topics addressed in this collection of lessons.

Lesson 3-2: Security Is... asks students to brainstorm definitions of security, discuss quotations about security written throughout written history by diverse individuals, and examine a handout, which provides detailed definitions of different types of security. The lesson is open-ended. Participation is more important than content in assessing the success of this lesson.

Lesson 3-3: Security in My Life asks students to brainstorm how they define or evaluate the level of security that they personally experience, without violating confidentiality. Students will complete reflective writing assignments as part of this lesson.

Lesson 3-4: Different Perspectives introduces students to dynamics that influence the level of security for people whose lives are very different from their own. This lesson is intended to broaden student exposure to people and cultures that rely on very different resources in defining security, and broach the development of empathy for people with whom they have no personal contact, or limited contact.

Lesson 3-5: Mapping Security in My Community incorporates basic mapping skills with the exploration of features that lend themselves to the security or insecurity in the communities where students live and attend school.

Lesson 3-6: How Secure Is Your Community? introduces survey techniques and mathematical analysis of survey results. This lesson is designed to give students hands-on experience identifying problems in their community, researching the issues, devising recommendations for change that would benefit the community, and lobbying for that change.

LESSON 3-1

Picture Security and Insecurity

You see things and you say "Why?", but I dream things that never were and I say "Why not?" —George Bernard Shaw

LESSON IN BRIEF:

This introductory activity will facilitate a process where students identify a broad collection of visual images that depict "security" and "insecurity." It will create "talking points" for further discussion of the topics addressed in this collection of lessons.

TIME: One class period and time for independent research

MATERIALS:

- Newspapers and magazines
- Special issues of magazines and newspapers that document pictorial histories of national and international events. (Many news publications have issued special "millennium" publications.)
- Basic materials for creating bulletin boards.
- Colored stickers, pins, or marking pens in sufficient quantities for each student to mark eight images (two images times four different colors).
- Optional: Access to the Internet

LEARNING OUTCOMES:

- Identified the wide variety of issues and conditions that contribute to whether humans are secure or insecure and how these concepts are represented visually.
- Practiced a method of surveying issues through visual representations.
- Practiced categorizing and prioritizing issues.

NOTES AND SUGGESTIONS:

Encourage students to select a diverse collection of photographs and other visual images. Explain to them that they do not have to understand the background of why or where the image was created. This activity is intended to focus on visual images only.

LESSON SEQUENCE:

1. Ask students to collect copies of visual images that represent 'security' or 'insecurity' to them. Images may be copies of photographs, advertising, art, etc.
2. Set what you think is a reasonable expectation for a number of images that each student should contribute.
3. Create two bulletin boards: one for images of security, the other for images of insecurity. (You might ask a student to create an attractive format for the boards.) As students locate images they should place them on one of the bulletin boards. Ask students to review the bulletin boards during a two-week period while they are being collected.
4. Give each student two sets of three or four different colored stickers or pins. Assign a level of seriousness to each color. (i.e. blue=total security, yellow=high level of security, green=moderate security, red=usually secure.) Create a similar rating scale for insecurity. Ask each student to mark the four pictures on each bulletin board that they think best reflects the level of security or insecurity represented by each color.
5. Facilitate a class discussion on why students selected the images they did. Evaluate the distribution of colored markers.

EXTENSION ACTIVITIES:

- Place the bulletin boards created with this activity in a public space in your school and provide a method for students to prioritize "positive or negative" feelings about the images. Ask your student newspaper to write an article analyzing the results.
- Place a specific focus on the type of image students should locate for this activity. You might select an historical era that is being studied; or focus on issues that only have local, national or international impact; or focus on issues related to human rights, the environment, weapons, assaults on a specific gender, ethnicity or race, or economic inequalities. Once completed, discuss why students thought that the image was limited to a historical era, location/locations, or specific sphere of concern.

LESSON 3-2

Security Is . . .

I believe... that security declines as security machinery expands.
— E. B. White

LESSON IN BRIEF:

This introductory lesson will help students develop a baseline definition and understanding of the concept of security. Completion of this lesson will lay the foundation for subsequent lessons in this book.

TIME: Two to three class periods

MATERIALS:

- Handout 3-2a: Aspects of Personal Security
- Handout 3-2b: Security is . . .

LEARNING OUTCOMES:

- Explored the meaning of a specific concept applying analysis, synthesis and evaluation skills.
- Developed empathy by discussing perspectives other than their own about basic human needs and rights.
- Developed a framework for expanded exploration of the topics and concepts identified in this lesson.
- Practiced listening skills.

NOTES AND SUGGESTIONS:

While dictionaries provide concise definitions of concepts such as security, in this lesson we are soliciting broad-based, personalized interpretations of the concept. Students should be encouraged to define the concept as broadly as possible and to extend their thinking to include perspectives other than their own. The activities below can be completed as a full class discussion. Or students could be asked to work with partners or in small groups debriefing their findings for the rest of the class, and then compiling a list that represents the work of the pairs or groups of students.

LESSON SEQUENCE:

1. Ask students to brainstorm examples of how they have heard or seen the word "security" used. Examples might include: security blanket, Social Security, security deposit, or security guards. Create a class list of responses.
2. Create a second list of other words that represent security to students. Examples might include: safety, shelter, freedom, or popularity.
3. Create a third list that includes words or phrases that might represent security to people from cultures or living situations different from those of your students.
4. Repeat all of the above activities while substituting the word "insecurity" for "security."
5. Distribute copies of Handout 3-2a: Aspects of Personal Security. Working with the entire class, compare and contrast the categories and definitions of security listed on the handout and those on the lists that they developed.
6. Distribute Handout 3-2b: Security Is . . . . Ask students to work in small groups and discuss their opinions of the quotations listed. Then students should create quotes of their own that express their attitudes or perspectives about the meaning of security. Encourage creativity, wit, wisdom, empathy, and free form expression. Create a class list of student quotes. Discuss the list and keep it to discuss again after students have completed additional lessons about personal, national, and international security.

EXTENSION ACTIVITIES:

- Ask students to use dictionaries that translate English to other languages, to look up key words identified in the above activities. Discuss whether words like security or insecurity can be directly translated, and whether definitions are similar or different than English definitions. Discuss the similarities or differences in how different cultures define the terms.
- Ask students to write a short story, poem, or newspaper article relating interpretations of "security," as identified by the above activities, to the life of a fictional character. Students could either invent a character or use a character from a book, film, or television program.
- Invite a guest speaker, or panel of guests speakers, to your class who has lived in an economic, geographic, religious, or

ethnic culture other than that of your students. Ask the speaker/speakers to talk about how security would be defined by members of that culture. Ask them to compare how they would personally define security as a member of your culture and as a member of another culture they have lived in.

LESSON 3-3

Security In My Life

What after all has maintained the human race on this old globe despite all the calamities of nature and all the tragic failings of mankind, if not faith in new possibilities and the courage to advocate them? —Jane Addams, 1922

LESSON IN BRIEF:

Below are a variety of introductory activities designed to help students explore their feelings, attitudes, and assessments of how secure or insecure they feel, or would feel in different situations. Students will identify issues and situations that contribute to their personal sense of security.

TIME: One class period

LEARNING OUTCOMES:

- Practiced reflective writing and group discussion techniques.
- Evaluated how different aspects of personal security effect personal well being.
- Applied thinking skills to their reading, writing, speaking, and listening.
- Expanded their conceptual understanding of what it means to be secure.
- Created a framework for expanding their understanding of the complexities of issues related to security.

NOTES AND SUGGESTIONS:

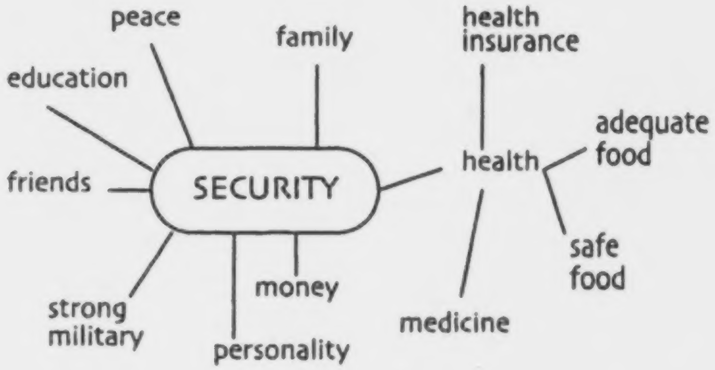
All students should be expected to participate in these activities within limits that protect their personal privacy and maintain a comfortable environment for all. Explain to students, if necessary, that they need not bare their souls and should only cite examples and circumstances that they are comfortable discussing with classmates.

LESSON SEQUENCE:

1. Working with the entire class, create a web for the word security on the chalkboard. Circle the word security and ask stu-

dents to call out any word that comes to mind related to their impressions of what the word means.

2. Draw a line out from the circle and write the word. Continue to create new generations of words by branching out and attaching new words to the first round of key words:



3. Ask students to work with a partner to discuss the words on the web and prioritize three words that they think are most important in defining personal security.
4. Convene the entire group and survey the pairs of students, writing their three words on the chalkboard. Ask students to discuss the list and then reach a consensus on a list of five words that best reflect their joint impression of what is most important in defining personal security.
5. Ask students to write a brief paper using one of the topics below. The paper should reflect their personal reflections on security.
    - Would you define personal security the same way as the people that you live with would? Why or why not?
    - Describe a time when you experienced complete safety and security. What was special about this experience? What made it so safe and secure?
    - Describe an experience in which you felt completely unsafe. What made it so unsafe? Was there anything you could have done to reduce the danger? What happened?
    - What does a child need most to feel secure? What would be on your "top ten" list?

- What kinds of situations or conditions create the most insecurity for young people today?
- What conditions in your neighborhood or community threaten your security most?

6. Invite students to either read from their papers or discuss the questions that interested them the most. Compare and contrast student responses.

EXTENSION ACTIVITIES:

- Ask students to facilitate creating a "security" web with additional groups (friends, family, sports teams, etc.). They should then bring their webs back to class and compare them with one another.

LESSON 3-4

Different Perspectives

Men can starve from lack of self-realization as much as they can from lack of bread. —Richard Wright, Native Son, 1940.

LESSON IN BRIEF:

This lesson will introduce students to a new, culturally–based definition of "security" and increase their awareness of the significant role that culture plays in defining security.

TIME: One class period

MATERIALS:

- Handout 3-4a: Nomads Losing Herds to Drought in Mongolia

LEARNING OUTCOMES:

- Learned about a culture very different from their own.
- Reexamined how they define and perceive "security."
- Participated in a large group collaborative writing project.

NEW VOCABULARY:

- Nomads
- Desiccated

NOTES AND SUGGESTIONS:

Encourage students to set aside all cultural norms and expectations that are part of their everyday lives before embarking on this lesson.

LESSON SEQUENCE:

1. Distribute Handout 3-4a: Nomads Losing Herds to Drought in Mongolia, and ask students to read it. When they have completed reading the handout, ask students how they think Nomads in Mongolia would define security. Create a class definition.
2. Compare the definition they created for "Nomads" with a definition they would create, or have created, for themselves. Ask students to think of other groups that live in environ-

ments different from theirs. Create definitions of security for other groups they are familiar with (e.g., immigrants who have recently moved to your community).

3. Discuss how international organizations can define security for people and cultures that live in very different circumstances. What issues or needs are universal?

EXTENSION ACTIVITIES:

- Have students read articles about people who live under very different circumstances than they do. (National Geographic magazines would be a good source for this.) Each student should select their own group or culture and write a definition of security for this group. Once research is completed, students should help others learn about the culture they researched and share with them the definition of security that they developed.
- Ask students to update this information on Nomads in Mongolia. Have they recovered? What problems do they have now? Would the definition of security developed by the class still be appropriate today? Why? Why not?

LESSON 3-5

Mapping Security in My Community

Every man is guilty of the good that he didn't do. —Voltaire

LESSON IN BRIEF:

This activity will help students heighten their awareness of climates of security or insecurity in their own communities.

TIME: Three class periods

MATERIALS:

- Large sheets of paper and colored marking pens
- Optional: city or neighborhood maps

LEARNING OUTCOMES:

- Became more aware of security issues that relate to their immediate surroundings.
- Increased their sensitivity to security-related issues in their immediate surroundings.
- Put geographic skills to practical use.
- Studied physical and social characteristics of the neighborhoods where they are educated and live.
- Engaged in practical problem-solving and envisioning solutions.
- Analyzed how people interact with their physical environment.
- Practiced small group collaborative decision-making.

NOTES AND SUGGESTIONS:

If students lack specific detail about an area where they feel insecure, or are uncomfortable seeking information by visiting the area, ask them to map their reasons for feeling insecure about the area.

LESSON SEQUENCE:

1. Explain to students that they are going to assess security in their own communities. Create an agreed upon definition of

community. It may be limited to school grounds, a limited area around school property, or the neighborhood or neighborhoods that students live in. Students should work in small groups to draw a map of the community. Maps should identify physical and social landmarks. Physical landmarks would include buildings, streets, stores, rivers, parks, etc. Social landmarks might include areas where certain groups of students hang out or informal boundaries that define business, class, high crime, or racial/ethnic neighborhoods. They should also identify areas of high crime, environmental danger, etc., and areas where social or human services are organized or delivered. Working together, students should create a code or symbol to mark locations on the map where they feel secure or insecure. They should then record their reasons for identifying the area the way they did.

2. Once maps are completed, students should be given the opportunity to visit other groups to view their maps and discuss the designations of secure and insecure areas. Ask half of the groups to roam around the room viewing maps and talking with the students that created the maps, and then have students change roles.
3. A debriefing session with the entire class should include: A discussion of similarities and dissimilarities between the designations of different groups; a general analysis of how secure students feel in their surrounding community or communities; and an analysis of trends that were observed. Discuss reasons for specific designations: i.e. good or poor lighting, poverty or affluence, absence or presence of certain ethnic or racial groups, etc. Trends to look for might include whether assessments were based on gender, race, or ethnicity, or whether the increase or decrease of city services has influenced perceptions.
4. Discuss with the entire class how security might be enhanced in the areas that were identified as insecure.
5. Probe students to analyze whether their suggestions to increase security could measurably change a situation or whether they might be better defined as ways to make students feel more secure. For example, after the massacre at Columbine High School in Colorado in 1999 (where scores of students were killed or seriously injured by other students), many students said that they would feel more secure with additional guards and security devises at the school. However, they acknowledged that, in actuality, the extra precau-

tions would not have prevented the deadly event and probably would not increase future security.

6. Working with the entire class, craft a mission statement that describes what class members would like to see accomplished to increase personal security for students at your school.

EXTENSION ACTIVITIES:

- Ask students to write letters to community groups, public policymakers, or local newspapers explaining why they do or do not feel safe or secure at certain locations. Submit suggestions on how identified areas can be made more secure.
- Invite representatives of community groups, public policy makers, or elected officials to class to listen to reports of your findings, and brainstorm remedies with the class.
- Present results of the mapping activity to appropriate student or faculty councils or school boards. Request support for school-based projects to help remedy situations where security is lacking

LESSON 3-6

How Secure Is Your Community?

'Difficulties' is the name given to things which it is our business to overcome. —Ernest King, 1942

LESSON IN BRIEF:

This lesson is designed to give students hands-on experience identifying problems in their community, researching the issues, devising recommendations for change that would benefit the community, and lobbying for that change.

TIME: Eight class periods and time for research and presentation preparation

MATERIALS:

- Resources for acquiring data about your community, including: phone books, census data, and government and service agency directories.

LEARNING OUTCOMES:

- Brainstormed and identified areas of concern that they think determine the security and well-being of their own local community.
- Practiced working in teams to investigate (researching, interviewing, and interpreting data) each concern. Each student will have gathered quantitative data that addresses one specific question that emerges from their area of concern. Each team will have presented their data and discussed their conclusions with the rest of the class.
- Decided on three areas of concern that they think require the community's immediate attention. Students will have generated recommendations and prepared a final presentation for key community leaders.
- Presented their data and recommendations to key community leaders.
- Written, discussed, and assessed what they have learned from this project.

NEW VOCABULARY:

- Data
- Average
- Part one crime
- Delinquency
- Urban renewal
- Gentrification
- Mean
- Fiscal year
- Felony
- Workfare
- Dependency and neglect
- Child in need of supervision
- Median
- Balance sheet
- Misdemeanor
- Blight

NOTES AND SUGGESTIONS:

The first step of this lesson asks you to display positive and negative quotes about your community. You will need to either collect quotations by yourself in advance of beginning the lesson, or ask students to collect them and bring them to class. Newspaper articles, editorials, and letters to the editor are a good source for quotes. The size of your community may determine how easy or difficult it might be for students to obtain data from government, or other, entities. Plan on students having enough time to conduct research to allow for part-time or busy employees to respond to them. Some public agencies charge a fee for copies of documents, or require residents to come to their offices to review material that they will not make copies of. Consider the location of agencies and what difficulty students might encounter getting to appropriate agencies during business hours. Many documents are available on the Internet. Access to the Net would be very valuable in completing this project. Take precautions to avoid having a dozen different students calling the same person or agency for similar information. Devise a plan for students to communicate with one another about what sources of data they have. The same source can often provide different types of data of interest to students working on different issues.

Arranging meetings with public or private officials, or arranging to be placed on official agendas, will also depend on the size and structure of public and private agencies in your community. Sometimes appearing before a task force or committee is easier to arrange and more effective because they are commissioned to focus on specific issues. Encourage students not to give up easily if they are rebuffed when making requests for data or to speak at meetings.

LESSON SEQUENCE:

1. Place quotes about your local community (both positive and negative) around the classroom. Ask students whether they agree or disagree with the opinions expressed in the quotes.
2. Working in small groups, ask students to brainstorm the five "best things" that make their community a secure and healthy place to live in, and the five "worst things" that contribute to making their community an insecure and less desirable place to live. Each group should select a recorder who will create a list for each criterion. Group lists should be compiled into a class list. Check marks should be placed next to repeated items.
3. Using the "best" and "worst" summary lists as a starting point, brainstorm and agree on eight areas of concern that your class wants to investigate. You may want to refer back to Handout 3-2a: Aspects of Personal Security to review key aspects of security.
4. Select one security concern on the list to examine with the whole class. Let the class know this is the one security concern that the class itself will investigate. Working with the whole class, generate specific questions that require quantitative data (numbers and statistics) to answer accurately. Either provide data to the class or allow time for students to collect data to bring back to class. Answers to the questions will help you assess how well, or poorly, your community is addressing this concern.
5. Working in small groups, ask students to investigate one of the remaining seven areas of concern. Allow each group about fifteen minutes to brainstorm at least five specific questions that will require quantitative data to answer. Each group should identify a 'question editor' who will review questions with you. Meet with each question editor and separate out the question that realistically matches the ability of members of the group. Be sure that "question editors" have at least one researchable question for each student in their group.
6. Post on newsprint the list of project steps located at the end of this lesson.

   Before students begin seeking data, conduct role-plays in front of the entire class to practice asking bureaucrats for information. Students should be prodded to explain exactly what information they need and how it will be used. They should rehearse asking politely and specifically.

Option: invite a statistician or manager from a local agency that your students will be contacting to come to class and give students tips on how to efficiently procure information from their agency. The guest speaker can be asked about the best time to call and the appropriate person to ask for at different agencies or different departments within an agency. The speaker should be asked to explain how records are kept, how and when information is gathered, and to name specific reports and studies that might be helpful to students.

7. Allow members of each group class time to prepare their presentations. Schedule time for each group to present their data, conclusions, and recommendations to the entire class. Student groups could use this framework in developing their presentation:

The Content and Meaning of the Data

- Were there any surprises in your findings? What were they?
- Are things better or worse than you originally assumed? How do you know?
- What else did you learn from the people you contacted?
- Do you think your community is aware of the data you collected? Would community priorities and policies change if this data were public knowledge? Do you believe that information provided to you was accurate and objective? Why? Why not?

The Project Process

- What tools did you use to get the data you needed?
- What was hard or challenging? What was easy?
- Did some people in your group have more trouble getting data than others? Why do you think that happened?
- Would you do anything differently next time?

8. Begin planning for students to present their data and recommendations to public officials, private sectors leaders, and representatives of not-for-profits who influence policy about the issues being studied. Arrange for private meetings with identified leaders or have students make their presentations at regularly scheduled meetings of the groups. Check agendas and protocol in advance.

9. After public presentations, debrief what happened with the rest of the class. Brainstorm follow-up steps students might want to take to keep their concerns on the public or other group agenda. Encourage students to write thank-you notes to people who helped them gather data and listened to their concerns. You may want to maintain connections with good sources that can help you and your students with future projects.
10. As a final assignment, ask each student to write a personal reflection of their project experience–what they learned, what "tools" they used, what new insights they have about their own community.

EXTENSION ACTIVITIES:

- Suggest that students attend public hearings or other meetings where their topic is being discussed. They may have an opportunity to testify at public hearings on their topic. They should also find out if their report can be made part of the official record that agencies are establishing about their topic.
- Have students write "letters to the editor" for local newspapers.
- Suggest that students create a web site with public access to inform other interested parties about their findings and suggestions.

Project Steps

Step One – Student Groups:

1. Choose one security factor to investigate.
2. Generate quantitative questions that will help you get the data you need.
3. Each member should select one question to research.
4. Students who think they will be using the same documents from the same sources should coordinate requesting and using the documents.

Step Two – Individual Group Members:

1. Each student will take responsibility for personally obtaining at least one original piece of information or document.
2. All data used should be the most recent data available.
3. Each student will determine whether the data he/she is working with shows improvement or decline in the security of the community.
4. Each student will decide how to present data to other members of the group.

Step Three – Student Groups:

1. Each group will work together to prepare a presentation for the entire class.
2. Each presentation should include data, conclusions, and recommendations.

Step Four – Whole Class:

1. All class members will listen to each group's presentation.
2. Following presentations, the class should prioritize three areas of concern that they think most require community attention. They should agree on recommendations for action in the three areas.
3. The class will then decide how to present their data, conclusions, and recommendations to key community leaders.
4. Class members should then meet with key community leaders to discuss their research and recommendations.

CHAPTER 4

National Perspectives

Lessons in Chapter 4 ask students to investigate factors that contribute to security or insecurity in the United States; how those factors are represented to the public through the media; and how public opinion about those factors is influenced or manipulated. These lessons focus on the United States. For the most part, the same lessons can easily be applied to any other nation.

In this chapter, students are asked to perform more complex tasks drawing on a wider variety of skills and greater sophistication in analyzing data and issues.

Lesson 4-1: Security and the Media: Propaganda and Priorities introduces students to a variety of propaganda techniques used to mold public opinion. Students will then engage in a variety of activities designed to help them apply their new knowledge about propaganda in analyzing local media coverage. They will also analyze how various media prioritize events.

Lesson 4-2: The Media: Friend or Foe? guides students in analyzing what they do and do not learn about from the media. They will review and quantify the quality and diversity of issues reported on in their communities.

Lesson 4-3: National Security: The United States Constitution asks students to test their knowledge of how the preamble of the U.S. Constitution, the Constitution itself, and the Bill of Rights provide for their personal and national security. After comparing their brainstorm to the actual documents, students will then review and discuss ideological conflicts within the Constitution, as it defines security. Cooperative learning and critical thinking are highlighted in this lesson.

Lesson 4-4: National Security and Public Opinion, U.S. Style shares data gathered through public opinion polls that have questioned U.S. residents about national security. Students will administer their own public opinion survey about national security, compare and contrast it with data supplied to them from historical polls, and discuss the impact of public opinion polls on the development of public policy.

Lesson 4-5: Guns or Butter? introduces students to several basic economic concepts and then asks them to apply the concepts to competing "security" demands that are placed on the U.S. budget. Students will become engaged in a public opinion poll and participate in an activity that highlights competing perspectives of how public funds should be expended.

Lesson 4-6: What Is Poverty? helps students understand the concept of poverty and asks them to think about solutions to poverty and related issues. Students will review comments and data related to how poverty is defined. Working in small groups, they will identify issues related to poverty and create an anti-poverty plan to address that issue.

Lesson 4-7: How Secure Are Children in the United States? asks students to review data and issues related to the security of children in the United States. Students will gather, analyze, and discuss media reports about related issues and draw conclusions from outside resources, their own opinions, and the opinions of others. They will work cooperatively to define the scope of elements that contribute to the security of children.

LESSON 4-1

Security and the Media: Propaganda and Priorities

Propaganda must not serve the truth, especially insofar as it might bring out something favorable for the opponent. —Adolf Hitler

LESSON IN BRIEF:

In this lesson students will review and critique magazines, newspapers, and news broadcasts that overtly or subtly provide information or images related to national or international security. Students will learn to analyze media coverage and identify different types of propaganda.

TIME: Two to three class periods and time to collect materials for bulletin board

MATERIALS:

- Handout 4-1a: What Is Propaganda?
- Handout 4-1b: Media Review of National and International Security Issues
- Copies of diverse newspapers, magazines, brochures, flyers, and other print material
- Access to television, videos and the Internet

LEARNING OUTCOMES:

- Learned to identify "revealed" (overt) and "concealed" (covert) propaganda and how they shape information and attitudes about national and international security.
- Identified security issues that dominate the news and clarified whether they address internal or external threats.
- Summarized the differences and similarities between the issues that they identified.
- Practiced critical reading and analysis skills.
- Practiced collecting and interpreting data.

NEW VOCABULARY:

- Revealed Propaganda
- Concealed Propaganda

- Covert
- Overt

NOTES AND SUGGESTIONS:

Encourage students to use a wide variety of media and other materials while working on this lesson. Newsletters, advertisements, and charitable, political, or religious solicitation material that their family receives in the mail would work well with this activity. Encourage the use of political cartoons.

Public libraries usually discard newspapers and magazines on a regular basis and provide good sources for diverse print materials. Some communities have recycling facilities for print material, which is also a good source for gathering material promoting diverse perspectives.

Have students use media that is printed or broadcast within a short period of time. This will aid them in comparing how different media relay information about the same event. It would be especially helpful to have multiple perspectives, ranging from conservative to liberal, on individual events, thus making it easier to spot the propaganda at work.

LESSON SEQUENCE:

1. Make copies of Handout 4-1a: What Is Propaganda? and give a copy to each student.
2. Create a bulletin board in class that is divided into seven sections. Place the following titles at the top of the sections: Testimonials; Bandwagon; Name-Calling; Glittering Generalities; Plain Folks; Card Stacking; Loaded Language.
3. Review Handout 4-1a. What Is Propaganda? with students and ask them to collect examples of the different types of propaganda. Ask them to bring copies of propaganda or a brief description of propaganda that they viewed on television over the period of a week to school. Examples should be placed under the appropriate heading on the bulletin board.
4. Conduct a discussion with the class about the material they found and put on the bulletin board. Debriefing questions might include:

- How difficult or easy was it to find examples of different types of propaganda?
- Were some types of propaganda more difficult to find than others?
- What types of issues were most frequently addressed with certain types of propaganda?
- Were students surprised by what they found?

5. Collect enough newspapers, newsletters, or magazines printed within a few days of each other to distribute one publication to each student. (Students could be asked to bring material to class.)
6. Conduct your own investigation of an issue reported on in a news magazine and a news broadcast before proceeding further. Complete Handout 4-1b and duplicate this for the class. Your investigation will be used as a model to show students.
7. Distribute one publication to each student. Explain that everyone will be surveying their publications to see what national and international security issues are being reported in that week's publication. Show students your own summary sheet and explain what you found.
8. Pass out copies of Handout 4-1b: Media Review of National and International Security Issues.
9. Give students about twenty minutes to complete their investigation sheets.
10. When students are finished, discuss their findings with the whole class. Some questions to consider for discussion:
    - What issues or threats seem to get the most coverage? What do you think are some of the reasons that these issues are a major focus?
    - What issues or threats seem to get the least coverage? What do you think are the reasons that they get so little attention?
    - What issues are you familiar with that you think should have been covered, but were not?
    - How would you categorize the national and international security issues that were covered? (Are they military, political, economic, environmental, physical/psychological?)
    - Did you find a greater emphasis on national security or international security issues?
    - Are some topics repeated from one source to another? From one week to another?

- Do students agree that the issues covered are the most serious issues today? If not, why do they think there is a gap?
- Were students surprised by any of the topics or issues that received constant coverage or by ones that received only minor coverage?
- To what extent did students identify propaganda in the articles they investigated?
- Did some publications have more obvious propaganda than others did?
- What types of propaganda were most frequently identified?

11. Give each student another investigation sheet to fill in while watching or listening to a half-hour national TV or radio news broadcast. Solicit examples of broadcasts students might choose so that the class can review a range of programs.
12. Debrief the results of student television and radio monitoring. Compare results with their analysis of print media.

EXTENSION ACTIVITIES:

- Reproduce a copy of a magazine article about a recent national or international security issue that appears to be objective. Ask students to rewrite the article using one of the propaganda techniques.
- Have a contest for students to bring in the most obvious or outrageous examples of propaganda they could find. Ask them to present their example to the entire class explaining what technique was used and why it qualifies as the "most outrageous" example. Ask students to vote on which presentation best qualified for this dubious distinction.
- Ask students to review your school newspaper and identify the presence or absence of propaganda.

LESSON 4-2

The Media: Friend or Foe?

From the American newspaper you'd think America was populated solely by naked women and cinema stars. —Lady Astor

LESSON IN BRIEF:

Students will assess the integrity and conscientiousness of the international, national, and local media in honestly, openly, and fully reporting on important issues related to security.

TIME: Two class periods

MATERIALS:

- Handout 4-2a: Media Analysis
- Handout 4-2b: The Media: Friend or Foe of Security?
- A wide variety of news magazines, newspapers, and newsletters that cover a period of one week

LEARNING OUTCOMES:

- Became aware of controversies surrounding the quality of news coverage that is available.
- Scientifically analyzed print and electronic information systems.
- Discussed current events and how information about the events is disseminated.
- Worked in small groups and participated in collaborative learning and decision making.

NOTES AND SUGGESTIONS:

You will need a collection of newspapers, news magazines, newsletters, and access to the internet covering a period of about one week or more. You may want to ask students to start bringing these materials in a week in advance. (Students will probably have access to a sufficient diversity of materials, however.) You will need materials published throughout the nation and world. Libraries often discard collections of print media that includes publications from different locations in the nation and world. Recycling organizations are also a good source for diverse discarded publications.

Handout 4-2a: Media Analysis asks students to review print media, television, or radio news programs. If you want students to work with electronic media, give them copies of the handouts far enough in advance to complete them at home. Ideally, students should get together in small groups to complete the handouts.

LESSON SEQUENCE:

1. Begin by asking students where most of the news that they hear or read about national security, international hostilities, hunger, threats to the environment, peace efforts or movements, and international law comes from. Write answers on the board or newsprint. Follow up by asking students it they think the information they get is adequate and if it is accurate. Ask if they think the news is biased. If so, whose perspective do they hear or read?
2. Explain that at least 181 countries have signed the Universal Declaration of Human Rights, which insures the freedom of opinion and the freedom to receive information that is important to them as citizens. Yet, many critics charge that even in industrialized and freer nations, news and information is subject to partial and unbalanced coverage or just plain omissions of major issues. They say that coverage of international news is declining.
3. Ask students to work in small groups for this next activity. Students should work with complete copies of several newspapers, news magazines, or newsletters. Distribute several copies of Handout 4-2a: Media Analysis to each student. Students should work together surveying the media and completing a copy of the handout for each source. Each group should work with several different sources.
4. Explain to students that they should record the sources of the information. They will be looking for two different items. First, who wrote the article, or more importantly, what news agency contributed to it? Was it an AP (Associated Press), UPI (United Press International), or BBC (British Broadcasting Corporation) article, or was it written specifically for this publication? Second, what information source was quoted? (For example: "according to the State Department." If there are no sources identified, it should be noted.) The teacher should decide, based on time available and student skill, how accurate the students should be in determining the percentages asked for.

5. As a full class, discuss the information students recorded on their handouts. Were there any surprises? What percentage of coverage was about issues related to security? (e.g., international conflict, peace negations, budget related to security, poverty, health care, lack of education, housing, international trade, environmental threats, etc.)? Check to see if students reading, or hearing, reports about the same topic read identical articles in different publications, or heard discernibly different perspectives.
6. Distribute copies of Handout 4-2b: The Media: Friend or Foe of Security? Ask students to read the quotes. Debrief with some of these questions:
   - What do the quotes mean?
   - Do you think getting accurate and complete information about security issues is difficult because of censorship?
   - Is it difficult because the popular media choose to cover issues that are less stressful to the public or easier to get information about and report on?
   - Do you think the media should omit covering issues that might upset children? What type of issues?
   - Do you think the media should omit covering issues that might upset the general public? What type of issues?
   - What issues would you like to see more complete coverage of?
   - In what parts of the print or electronic media that you reviewed did you feel you got the most information about security: editorial, letters to the editor, news coverage, or other? What does this tell you about the management of the media source you reviewed?
   - How important do you think it is for citizens to have accurate and comprehensive information about current events that effect personal, national, and international security?
   - Do you think people in other parts of the world are provided with adequate security-related information?
7. Conclude by having students write letters to the editors of the media that they reviewed, sharing with them their findings along with their approval or disapproval of the coverage.

EXTENSION ACTIVITIES:

- Students should locate coverage of the same event or issue on the Internet and in print media. They should compare the amount of coverage and the diversity of opinion that is available on the Internet compared to print media. They should discuss how they could ascertain if information on the Internet is accurate.

- Ask students to expand their analysis of the media by identifying propaganda that relates to security issues. (See Handout 4-1a for information about how to identify propaganda.)

LESSON 4-3

National Security: The United States Constitution

It is a common observation here that our cause is the cause of all mankind, and that we are fighting for their liberty in defending our own. —Benjamin Franklin

LESSON IN BRIEF:

In this lesson students will critically analyze goals and practical considerations inherent in the United States Constitution as they apply to personal and national security.

TIME: One to three class periods

MATERIALS:

- Handout 4-3a: The Preamble and the United States Constitution
- Handout 4-3b: Comments on the Preamble and the Constitution of the United States

LEARNING OUTCOMES:

- Examined portions of the U.S. Constitution, Bill of Rights, and Preamble that refer to issues of national and personal security.
- Analyzed conflicts, or competition for resources, that exist in these documents.
- Analyzed interpretations of these documents in a historical context.
- Analyzed common language in a variety of new contexts.
- Participated in cooperative learning exercises.

NEW VOCABULARY:

- Preamble

NOTES AND SUGGESTIONS:

Students may not recognize all of the names of the people quoted in Handout 4-3b: Comments on the Preamble . . . . If necessary, review who the people are, what their positions are or were, and generally when they lived.

At the beginning of this lesson students are asked to brainstorm information, based on their familiarity with historic documents. Doing so without access to the document will help you develop a baseline of information that the students are beginning this activity with. Students should not be pressured to recite quotations. This is a brainstorm to identify broad concepts.

Handout 4-3a: ThePreamble and the United States Constitution provides a summary of portions of the Constitution. The handout does include the actual language from the Preamble but not of the Constitution.

LESSON SEQUENCE:

1. Without seeing the documents first, ask students to brainstorm a list of the types of personal and national security that they think are provided for in the United States Constitution, Bill of Rights, and the Preamble of the Constitution. Create a list on the board or newsprint that includes everything offered by students.
2. Distribute copies of Handout 4-3a: The Preamble and the United States Constitution. Ask students to gather in small groups and compare the portions and summaries of the actual documents provided with the list they brainstormed.
3. Discuss with the entire class the similarities and differences between the class-generated list and the excerpts from the documents. Some possible discussion questions:
   - Which list best describes the type of security you would like to live under?
   - Which items on the student list would best contribute to national security?
   - Which items on the student list would best contribute to personal security?
   - Which items on the student list would best contribute to international security?
   - Which items in the documents would best contribute to national security?
   - Which items in the documents would best contribute to personal security?
   - Which items in the documents would best contribute to international security?

- Which items on the lists or documents would students most value personally?
- Based on your knowledge of U.S. history, what events or issues influenced the draftsmen of these documents to include rights related to personal and national security? Give some examples.

4. Explain to students that individual citizens, politicians, musicians, poets, and other leaders commonly communicate their interpretations of what the documents you have looked at mean to them. Those comments are often quoted. Distribute Handout 4-3b: Comments on the Preamble and the Constitution of the United States. Ask students to gather in the same small groups to review and discuss the quotes. After they have had time to review and begin their discussions of the quotations, ask students to start pairing quotations with phrases in the Preamble.
5. Debrief this part of the activity by asking which sections of the Preamble the quotes most clearly refer to. Ask for examples and justifications. Ask two students to record notes on student comments, posting them somewhere that is visible to all.
6. Explain to students that the Preamble and the Constitution make many promises to the people of the nation and to the nation itself. Leaders and non-leaders alike have throughout history been put in the position of trying to balance one element of these documents with another element. Two of the ideological conflicts, which are closely tied to personal and national security, are 1) the tensions between providing for the common defense and promoting the general welfare and 2) the pull between providing for the common defense and securing the blessings of liberty. Ask students to gather in small groups to reexamine the quotes and documents and identify some quotations that exemplify these conflicts which can create competition for resources.
7. Debrief this part of the activity and record examples as you did before. Compare the first list of sections from the documents (that were identified by students) and the portions of the documents that have just been highlighted (i.e., blessings of liberty, provide for common defense, promote the general welfare). Did students initially identify these sections of the Preamble? If they did not identify the relationships between

portions of the Bill of Rights and Constitution to the Preamble, ask them to do so.

8. Working now with the entire class, ask students to discuss how they think the conflict between providing for the common defense, promoting general welfare, and blessings of liberty can (or should) be reconciled. Where would they place their priorities if they were in a position of leadership and charged with providing for the personal security of people in this nation? Would their priorities change if they were most concerned with providing for the security of the nation?
9. Conclude by asking each student to tell another student which of the quotations was most meaningful to them and why. As time allows, ask students to share their selections and the reasons for them with the rest of the class.

EXTENSION ACTIVITIES:

- Have students research Supreme Court decisions where the conflict between national security and personal security is defined in a specific situation. Results of the research should then be shared with the rest of the class.
- Invite a constitutional law expert to come to class and discuss these conflicts in the Constitution.
- Ask students to use the documents and quotations provided as their baseline information, and to try to write a new, better preamble. This could be done independently or in small groups. Facilitate a class discussion where students introduce what they have written, debrief their process of writing it, and discuss whether they think they were successful.

LESSON 4-4

National Security and Public Opinion, U.S. Style

With public sentiment, nothing can fail. Without it nothing can succeed. —Abraham Lincoln

LESSON IN BRIEF:

In this lesson students will explore the meaning of the term "national security" from a variety of perspectives. They will assess the influence and power of "public opinion."

TIME: Two class periods

MATERIALS:

- Handout 4-4a: A Survey about National Security in the U.S.
- Handout 4-4b: The Power of Public Opinion

LEARNING OUTCOMES:

- Discussed ideas about what national security is, listened to different perspectives, and examined different definitions of the term.
- Gained and analyzed new information about national security by conducting and analyzing interviews on the topic.
- Enhanced their knowledge of public opinion polls and surveys and how they influence public policy.
- Practiced reading and interpreting public opinion poll results.
- Identified the connections between historic political events and conditions and public attitudes toward defense spending.
- Expanded their knowledge of the wide variety of issues related to national security.
- Became aware of how internal and external national security threats stem from different dynamics.

NEW VOCABULARY:

- Internal security
- External security

NOTES AND SUGGESTIONS:

Students, or other people who they interview, may feel more comfortable answering questions honestly if they can remain anonymous. The purpose of the survey is to measure attitudes, not identify the interviewee. If class members or individual people do choose to remain anonymous it would be useful to code interview forms to record whether the interviewee is a student or non-student. If confidentiality is an issue, you can collect the interview forms (without names on them) and then pass them back to students with each student receiving a coded survey form. Students can then discuss issues from the perspective of the person whose form they have.

LESSON SEQUENCE:

1. Distribute copies of Handout 4-4a: A Survey about National Security in the U.S. to students. Ask them to take the survey home and complete it. Give them multiple copies if it is possible for them to survey a wider group of people beyond your class (other students, parents, teachers, etc.).
2. The survey should then be used as a discussion starter to define national security and identify issues of concern. (You might ask one student to tabulate survey responses and present them to the class.) Compare and contrast responses. Identify areas of greatest concern, look for responses where there was nearly complete agreement, and identify places where opinion was very scattered. Ask if students identified issues that were not printed on the survey. Did students notice any differences in responses of people outside of the class who completed the survey? Invite students to discuss and defend their survey choices.
3. Discuss the differences between "internal" and "external" security threats. Are internal or external threats easier for a national government to address? What internal threats seem to be the most difficult to address? Why? What external threats are most difficult to address? Why?
4. Using item 1 on the survey as a starting point, have students work in pairs to develop their own definition of "national security." Share definitions as a group and ask students to work together to write a class definition.
5. Pass out Handout 4-4b: The Power of Public Opinion. Ask students to read the information and then discuss it in small

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groups. What does the handout tell them about the influence of public opinion? Do they agree? Disagree? Ask them to think of recent examples when they have been made aware of national security issues through public opinion. (Television interviews, coverage of protest rallies, letters to the editor of newspapers, perhaps petitions circulated at school or elsewhere in their community, etc.) Was this public opinion positive and supportive or angry and critical of government and/or authority?

6. During a full class discussion ask students if they think the survey they conducted could influence public policy. What could they do to use the survey results to influence public policy? Do they think it would be easier to influence internal or external security? Why? (They may want to set an action plan and follow through with their ideas.)
7. Ask how the results of polls printed in Handout 4-4b: The Power of Public Opinion, reflect attitudes about national security at the time the polls were taken. What was going on in the U.S. at the time of each poll? Ask students what influence polls should have on national security decision making. How should public opinion influence defense or other spending today?

EXTENSION ACTIVITIES:

- Ask students to collect newspaper and magazine articles about national security over the period of a week. They should then categorize the articles based on whether they address internal or external security. Then they should break down the articles to see which articles match the topics listed in the two charts in Handout 4-4a: A Survey about National Security in the U.S. Finally, students should analyze how the media coverage matches, or does not match, the list of priorities—in terms of relative importance—set by class and community members who took the survey. How were they similar? How were they dissimilar? Why?
- Ask students to send copies of the survey to community leaders, giving them about a week to send them back. Calculate the results and compare them to student responses to the survey.
- Invite civic leaders to class and question them about how they use public opinion to make decisions. How do they

most frequently learn about public opinion? What issues generate the most communication from the public?

- Ask students to locate the results of recent surveys and polls about topics related to national security. Ask them to write a report comparing responses to the historic responses in Handout 4-4b: The Power of Public Opinion.
- Ask students to conduct independent research on public opinion about national security during: World War II; the Korean War; the "Red Scare;" the Vietnam War; the arms race between the U.S. and the Soviet Union; the Great Society; the Arab arms embargo; or the 1999 WTO meeting in Seattle. Encourage them to locate copies of speeches, propaganda literature, political ads in newspapers, and letters to the editor. Ask them to survey the methods that were used to convey public opinion and how they think they influenced public opinion.

LESSON 4-5

Guns or Butter?

Money is the mother's milk of politics. —Jesse Unruh

LESSON IN BRIEF:

This lesson introduces students to two basic economic concepts: 1) scarcity and 2) opportunity cost. They will then engage in an activity where they must apply the concepts to the competing demands on the federal budget for "guns and butter"—that is, military spending on the one hand, or human resources and domestic development funding on the other.

TIME: Two class periods

MATERIALS:

- Handout 4-5a: Scarcity and Opportunity
- Handout 4-5b: Guns or Butter Forum Ballot
- Instructions and Student Roles for the Guns or Butter Student Forum

LEARNING OUTCOMES:

- Became acquainted with two basic economic concepts: scarcity and opportunity.
- Considered how the above concepts apply to competing demands for federal dollars.
- Assessed the validity of arguments for and against various budget proposals.
- Listened critically to arguments for and against various budget proposals, and asked and answered questions about competing arguments.
- Taken responsibility for organizing a student forum.

NEW VOCABULARY:

- Scarcity
- Declassified
- Deterrence
- Opportunity cost

NOTES AND SUGGESTIONS:

The spelling and punctuation in the preamble below are presented as originally written. You might want to discuss with students why they think certain words were capitalized and others were not. The attached forum presents diverse views presented by fictitious characters. All of the data cited is true and accurate.

LESSON SEQUENCE:

1. Write the preamble of the United States Constitution on the board: We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common Defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.
2. Discuss the wording and intent of the men who wrote the Constitution. Explain that you are going to concentrate on two phrases in this lesson. Ask students how they think the drafters would have defined "common defense" and "general welfare." Could they have imagined the technology that influences how we define the terms today? How would they define the terms today?
3. Explain to students that you are going to focus on the economics of fulfilling these two commitments that the drafters of the constitution made to the nation. Pass out Handout 4-5a: Scarcity and Opportunity and ask students to read it. Facilitate a class discussion to review the reading. Possible questions to ask students:
   - Why are defense and welfare spending referred to as guns and butter?
   - Why can't the federal government fulfill everyone's guns and butter wants?
   - Where does the federal government get its money?
   - How is the budget developed and decided on?

  - Is there always an opportunity cost when the government spends money on national security? If so, what is the opportunity cost?
  - What would be the opportunity cost if the federal government raised taxes enough to fully fund both guns and butter wants?

4. Tell students that they are going to conduct a student forum to debate "guns or butter" issues. (Teacher information on conducting a forum is on page 94.)
5. Conduct the forum using directions and roles found following these instructions. You will need Handout 4-5b: Guns or Butter Forum Ballot for the student forum.

EXTENSION ACTIVITIES:

- Conduct additional forums that focus on different issues related to national security. Ask students to create their own roles.
- Ask students to collect newspaper and magazine articles about local, national, or international budget issues. Have them identify and analyze which resources are scarce and what the opportunity costs are.
- Have students review the budget for your school, school district, or city and analyze how resources that are scarce are allocated. They should then share their analysis with people responsible for developing and approving the budget.

Instructions and Student Roles for the Guns and Butter Student Forum

Forums provide your students with an opportunity to learn through role-playing instead of reading a textbook or listening to a lecture. During a forum, students will debate an issue from a variety of perspectives. Your responsibility is to provide students with materials and serve as a consultant. Students take responsibility for organizing and conducting the forum.

- Everyone in the class should complete the Guns or Butter Forum Ballot.
- Divide the class into two equal groups. One will support "guns" and the other, "butter." Students need not join a group that represents their actual values.
- Each group should select three students to serve on a panel that will present their opinions.
- Students should identify community members to invite to participate in the debate as speakers or as interviewees: politicians, elected officials, representatives of human service agencies, local representatives of military organizations, individuals who are well informed about the federal budget and have expressed opinions on this topic, etc.
- Panel members should select a moderator and a clerk. They should decide whether to role-play the sample roles provided with this lesson, or to create their own roles.
- The clerk, together with the panel, should schedule the presentation of the characters and guest speakers. He or she might also keep minutes of the meeting.
- The moderator is responsible for opening the forum with a statement explaining the topic of discussion. The moderator is responsible for ensuring that the speakers have equal time to present their positions (five minutes each) and maintaining order if necessary.
- The panelists should make their presentations. Each character gives his or her statement and may answer questions from other students if time permits. Panelists should answer consistently with the roles they are playing.
- After the panelists complete their presentations, all students should once again complete a forum ballot. Panel members should then review and summarize ballot results and

report the prevailing opinion to the class (making note of whether or not the majority opinion has changed since the initial ballot was completed).

Student Roles:

The following roles are for students who have agreed to air their views and positions in a panel discussion. They represent various perspectives related to determining the degree to which the federal budget should support "guns" or "butter." Panelists should be consistent in their roles when answering questions from the class, and the audience ought not be shy in asking questions related to the opinions stated by any member of the panel.

Moderator: We are here today to listen to different perspectives on how the federal government should distribute scarce resources when they determine the level of funding for either "guns" or "butter." Panelists will also discuss the opportunity costs of creating a budget that supports their positions. Each panel member will have five minutes to present his or her opinion and answer questions. Additional time may be allotted for questions after the presentations are completed. The panelists will alternate between pro and con viewpoints when making their presentations.

Panel

Role 1: Martha Martinez. It is nice to be with you today. My name is Martha Martinez. I am a political science professor. I teach classes and have written two books about the Cold War. I want to give you a little background about the Cold War, because my support of military funding today is based on my Cold War research.

The Cold War began at the conclusion of World War II. The United States and the Soviet Union were enemies throughout the period. The Soviet goal was worldwide communism. The Cold War got its name because both sides were afraid of fighting each other directly. They knew that direct fighting in a "hot war" could very well mean the use of nuclear weapons that might end the world as they knew it. To avoid the possibility of a nuclear war they fought each other indirectly. They used rhetoric as weapons. They threatened and denounced each other. They also supported conflicts in different parts of the world.

Harry Truman was the first American president to fight the Cold War. Instead of using "live" ammunition to fight the enemy, he created polices to use as ammunition. One was the Truman Doctrine. This was a plan to give money and military aid to countries threatened by communism. The Truman Doctrine was effective in stopping communists from taking control of Greece and Turkey. Another Truman policy was the Marshall Plan. It provided financial and economic assistance to Western European nations. Once economies improved in these nations the popularity of communist parties declined.

A major Cold War event was the Berlin airlift. In June 1948 the Soviets blocked all ways into the western part of Berlin, Germany. President Truman quickly ordered military planes to fly coal, food, and medicine to Berlin. The planes kept flying for more than a year. Britain and France helped the U.S. with this mission, which provided almost 2.5 million tons of supplies on about 280,000 flights.

Because the United States was able and willing to maintain a strong military presence throughout the world, the Cold War was successful. It not only avoided a nuclear war, but also created long lasting friendships between the United States and other nations. These nations are now our allies. It is equally important today that we maintain a strong military as a deterrence. If enemy nations think we are weak, then we become vulnerable to their attacks. There are still many nations throughout the world that are ideologically opposed to democracy. In order to protect our democracy we must invest in a strong military.

Role 2: Norman Andrews. Hello, I am Norman Andrews. I am a nuclear scientist. Today I want to tell you about formerly "top secret" documents that have recently been declassified by the Pentagon. Professor Martinez has told you how successful the Cold War was. I am here to tell how the United States secretly put the entire population of the world at risk during the Cold War.

The United States secretly deployed nuclear bombs in 27 countries and territories throughout the world during the Cold War. Nuclear weapons were stationed in non-nuclear Japan, Greenland, and Iceland. Other countries unknowingly hosted U.S. "nukes." During the Cold War, 18 sovereign nations and nine former or current American territories or possessions hosted U.S. nuclear weapons. Today, the United States is the only nuclear power that deploys nuclear weapons overseas. U.S. bombs remain stationed in Belgium, Britain, Germany, Greece, Italy, the Netherlands, and Turkey.

The declassification of these documents also revealed that during the early 1970's, the United States had more than 7,000 nuclear weapons in NATO countries in Europe and more than 2,000 on land in the Pacific. At the same time, another 3,000 nuclear weapons were abroad in a variety of naval vessels and military aircraft. I do not have time to tell you more about the recently declassified information, but I hope you will read the November/December 1999 issue of Bulletin of Atomic Scientists to learn more about nuclear threats during the Cold War.

The mere existence of these thousands of nuclear weapons created unacceptable risks to unsuspecting populations throughout the world. Not even the governments of most of these nations knew how their countries were being used. We do not know how many or where U.S. nuclear weapons are deployed today. That information is still top secret. I can tell you, as a nuclear scientist, that a single accident would cause mass destruction and loss of life.

The human and financial costs of deploying and maintaining these weapons steal resources from people who need food and heath care in the United States and throughout the world. Of equal concern to me is the knowledge that terrorism, an issue that was not of great concern during the Cold War, is of immense concern today. Terrorists with homemade bombs can attack facilities where nuclear bombs are stored, setting off a disaster.

I, along with many of my colleagues, am morally opposed to continued funding of nuclear arms. We are dedicated to protecting public health and the environment. We do support funding to disarm nuclear weapons throughout the world. As long as they exist we risk unintentional harm from accidents, and intentional harm at the hands of a very small group of terrorists.

Role 3: Harrison Washington. Hello there. I am Harrison Washington and I am clearly the oldest person here. I came here today to tell you, first hand, about a war that few people remember any more.

I joined the army as a teenager during World War II. I joined because I felt a strong loyalty to my country and to the right of everyone throughout the world to be free. There are two very important messages I have for you. First, I am proud to have served my country. Second, and equally important, there is not a day that I do not relive the horrors of my experience in Europe. And I am not talking about glory; I am talking about nightmares and anxiety whenever I hear a loud noise or a siren. Whoever said war is hell sure knew what they were talking about. I am one of the walking wounded.

We must find new ways to settle conflicts between nations, groups, and individual people. I don't ever want to hear about young men, and now women, experiencing what I did.

I am pleased that the size of the United States Military is decreasing. Between 1990 and 1996 the military force went down from 2,181,000 to 1,483,000. I am afraid, however, that the reason we don't need as many soldiers is that we are developing weapons that can do the job that it took thousands of soldiers to do when I was in the army. The job is that of destroying communities and killing or displacing people.

We need to cut the military budget now, and put our resources into alternative sources of preventing and resolving disputes. It would be much less expensive and much more humane. Imagine if instead of putting our youth in the military, we put them in the Peace Corps or diplomatic corps. They would conclude their service to their country with newly developed skills that they could use in civilian life. They would know that their efforts went to constructively help people. And they would never suffer the nightmares that torment me.

Cutting the military budget would not only save money, it would save misery. I would like to see money that is no longer used to support the military used to provide scholarships to young men and women who cannot afford to go to college. Too often young people are faced with the knowledge that the only way to get a good education is to join the military. It is unfortunate that people who can afford higher education on their own are not placed in this situation. Let's use this nation's resources to provide education, through constructive government service or scholarships to anyone who wants and needs it.

Role 4: General Rick Stevens. My name is General Rick Stevens. I am a naval officer and have been in the Navy for 23 years. My father was also a naval officer and I knew from the time that I was a young boy that I would follow in his footsteps.

No one knows better then I do that war is to be prevented at all costs. And the best way to prevent a war is to be well prepared for one. The better we are prepared, the less likely it is that another nation will try and engage us in hostile activity. Calvin Coolidge once said, "No nation ever had an army large enough to guarantee it against attack in time of peace." We must not diminish our military force simply because we have relative peace now. This is not a time to feel overly confident.

I know that there are people here today who will tell you that instead of funding the military the United States should put the money into feeding and educating children and building roads and bridges. I wish this nation had enough money to adequately fund the military and take care of peoples' personal needs. But we don't! And frankly, roads, bridges, and education are not of much value to people if their country is under attack. Only the government can fund legitimate military forces. Human services, infrastructure, and parks and recreation can be funded by private or charitable sources.

A well-prepared military requires constant training and the development of new weapons and methods of deployment. We must keep up with inflation and the escalating costs of providing housing, education, and health services for a million-and-a-half members of the military forces and their dependants. The military offers outstanding benefits to our people once they leave service. We must continue to fund veterans' benefits and take care of widows and orphans of military personnel. All of this is very expensive.

We must increase military funding in order to be prepared for whatever the future holds. If we become too complacent while our enemies are developing more sophisticated weapon systems and building their armies we will be putting our people in peril. I hope this information helps you understand why military funding must be the first priority of this nation.

Role 5: Amanda Hoy. Hello, my name is Amanda Hoy. I am the President of Ecumenical Peace Council. We have over 75,000 members throughout the nation. Our membership is committed to reversing the status quo where nearly half of our federal tax dollars go to supporting the military, at the expense of providing education, health care, housing subsidies, and other human resources to our citizens.

Let me give you some information about the proposed 2000 budget. First, federal funds for the year 2000 total $1,306 billion. Twenty-five percent of the funds are budgeted for past military obligations. This includes $44 billion for veterans' benefits, and another $277 billion toward paying off the national debt created by the military. Twenty-three percent of the budget is slated for the current military. It includes $75 billion for military personnel, $12 billion for nuclear weapons, and other expenses. Altogether your government budgeted $627 billion for military spending—48% of the entire budget.

Only thirty-two percent or—$413 billion—was budgeted to cover education, health and human services, housing subsidies, food stamps, the labor department, and social security. The remainder of the budget funds government operations.

We know that if people took the time to learn about how our government spends our resources they would not stand for it. We are calling on our elected officials to decrease the military budget by one third and to allocate those funds to providing quality education and health care for children and senior citizens throughout the nation.

If they don't, we are asking our 75,000 members and citizens of conscience to deduct the percentage that equals one third of the military budget (16%) from the taxes they pay the federal government. We are asking them, instead, to give the same amount of money to the Ecumenical Peace Council. We have set up a nationwide organization that will provide basic education and health services to children and senior citizens. Educators, physicians, and other health care professionals have already signed up to volunteer with our project. Funds will be used to purchase equipment and medical supplies.

We hope not to have to compete with the federal government in providing these services, or to ask people to put themselves at risk of punishment for not paying their taxes. Yet, we cannot stand by and watch our hard earned money buy weapons while children and senior citizens in our communities struggle every day because they lack basic human services. The situation can only get worse if we do not start taking care of these people now. Health problems, disease, and the effects of an inadequate education do not wait for another budget cycle.

Role 6: Lee Matthews. Good morning. I am Lee Matthews and I am proud to say that I love my country. I have just finished up a four-year stint in the U.S. Army. I was not a fancy officer. I only reached the rank of sergeant in my four years.

The Army provided me with good training and medical care and gave me a chance to see parts of the world that I never thought I would visit. But I decided not to re-enlist because I was not paid enough to live with my family. I spent my last two years of service in Japan. I loved getting to see the country, but I could not afford to bring my family there with me. The Army provides nice living quarters for officers and their families. They even provide good schools, hospitals, and recreation centers for their families. But lower ranking personnel cannot afford housing and the costs of living in Japan. Because airfare is so expensive my family couldn't even come to visit me. I did get to go stateside twice for training and was able to see my wife and kids. But it wasn't often enough. So now I am going to use the training the military gave me to get a high paying computer job.

I know a lot of people who join the military for a couple of years just to get an education or training. They are willing to live in substandard housing and lose some of their freedom to get an education. It's kind of like going to college. But you don't have to pay off student loans when you get out. I've even told some of my friends to enlist and stay in just long enough to get computer training like I did.

The U.S. needs to increase pay for all of their people in the military in order to keep them in the service and make use of the expensive training that they give them. In fact, if they increased the pay enough for me to have a decent standard of living and always live with my family, I would consider re-enlisting. I believe in serving my country and contributing to national security. During times of crisis or military involvement I realize it would be my duty to go wherever I was needed and to follow orders. I would never complain about that. But I do not think it is necessary for me to be away from my family when I am just being trained and performing routine duty. The military budget must be increased to keep good men.

Role 7: Betsy Franklin. It is nice to be here. My presentation will be a little different from the others. Let me explain. I am a proud descendant of Benjamin Franklin. Today I want to read you a letter written by Mr. Franklin on July 27, 1783. The letter was written to Joseph Banks. I really don't know who that was. Here is the letter:

"I join with you most cordially in rejoicing at the return to peace. I hope it will be lasting, and that mankind will at length, as they call themselves reasonable creatures, have reason and sense enough to settle their differences without cutting throats; for, in my opinion, there never was a good war or a bad peace. What vast additions to the conveniences and comforts of living might mankind have acquired, if the money spent in wars had been employed in works of public utility! What an extension of agriculture, even at the tops of our mountains; what rivers rendered navigable or joined by canals; what bridges, aqueducts, new roads, and other public works, edifices, and improvements, rendering England a complete paradise, might have been obtained by spending those millions in doing good, which in the last war have been spent in doing mischief; in bringing misery into thousands of families, and destroying the lives of so many thousands of working people, who might have performed the useful labor . . . ."

I read you this letter because I agree with every word that he wrote over two hundred years ago. I couldn't have said it better. Nothing has changed since the letter was written, except now we spend even more money on high-tech weapons and have more people living in poverty. I rest my case.

LESSON 4-6

What Is Poverty?

There is a common tendency to ignore the poor or to develop some rationalization for the good fortune of the fortunate. —John Kenneth Galbraith

LESSON IN BRIEF:

This lesson will guide students through an exercise where they will explore, in depth, the meaning and dynamics of poverty. They will then explore the relationship between poverty and security as it relates to individuals, groups, and nations.

TIME: One to two class periods

MATERIALS:

- Access to a phone, fax machine, and/or email, if possible
- Handout 4-6a: What Is Poverty?
- Handout 4-6b: Anti-Poverty Planner

LEARNING OUTCOMES:

- Analyzed a complex problem and devised a problem solving plan.
- Analyzed a diversity of perspectives on what might, at first, appear to be a simple concept.
- Practiced exploring a concept collaboratively with peers.
- Practiced consensus building.
- Explored the connections between two concepts, or conditions: poverty and security.

NEW VOCABULARY:

- Threshold

NOTES AND SUGGESTIONS:

People often limit their concept of poverty to the absence of food, clothing, and shelter. If students limit their definitions to the supply of these important basic needs for survival, gently push them to think about how other factors, including lack of education, lack of hope, or lack of political clout, etc., can also be seen as forms of poverty.

LESSON SEQUENCE:

1. Begin this lesson with a homework assignment. Over the period of a week, ask students to collect articles that include the word "poverty" in any context. They should use newspapers, magazines, and the Internet. Each student should bring to class five documents/articles for the first day of this activity.
2. Students should assemble in groups of four or five and briefly tell each other about their findings. Each group should create a list of five words or phrases that best summarize the context of their findings (e.g., hunger, unattended illness, or illiteracy). Next to each word or phrase ask students to assess how the word or phrase relates to the level of security the person, group, or nation is likely to be experiencing. Also, ask them to make a list of the physical locations where poverty existed in the articles that they collected.
3. Facilitate a discussion with the entire class to compare and contrast lists. Create a class list of major classifications of poverty and places where it has been identified. List security implications as they relate to each word or phrase.
4. Using the data developed, use a consensus model to develop a class definition of poverty. Do not use a dictionary or other reference book. This definition should reflect the students' instincts and research. Save the class definition for future use.
5. Using resources available at school, ask students to locate additional definitions of poverty using dictionaries, encyclopedias, etc.
6. Give students two or three days to complete this next step. Ask students to locate additional definitions of poverty that are used in your community. They may call social service agencies to see how poverty is defined for people to qualify for services, or find out how students qualify for free and reduced lunches. Churches or other civil organizations should have definitions of how they help people in poverty through service projects, etc.
7. Create a class list of these definitions. Ask a student to input them on a computer and make copies for the rest of the class.
8. Copy and distribute Handout 4-6a: What Is Poverty? Working again in the same small groups, ask students to compare and

contrast: their articles; the class definition; dictionary definitions; community definitions; and definitions from Handout 4-6a: What Is Poverty? Based on their discussion, ask each group to develop a new definition for poverty. Once their definition is complete, ask students to assess how their definitions would influence the security of individuals, groups, or nations. What types of security would be most influenced?

9. Working within the same groups, ask students to select one of their articles for the next step of this project. Students should work together to develop an anti-poverty program addressing the situation cited in their article. The solution cannot simply involve "throwing money at the problem." The anti-poverty solution must be realistic and comprehensive and based on fact. It must include a timeline and budget. The scope of the problem must be clearly defined. And the size of the population or area must also be clearly defined. Students can use Handout 4-6b: Anti-Poverty Planner if they chose to, or they can create their own approach for developing a plan.
10. Once plans are completed, each group should present their poverty problem and anti-poverty plan to the rest of the class.

EXTENSION ACTIVITIES:

- Follow the exact same lesson sequence above, but reverse the terms poverty and security. Start with students finding articles that mention security, and then as you move through the lesson ask students to relate their definitions to poverty.
- Have students work in groups to develop their own official "poverty line" for their community.
- Have students examine the flip side of "poverty" by exploring the concept of "affluenza." There are many excellent resources on this topic on the web that can be used to begin this discussion.

LESSON 4-7

How Secure Are Children in the United States?

When hope is taken away from a people, moral degeneration follows swiftly after. —Pearl S. Buck, 1941

LESSON IN BRIEF:

Students will explore the scope of issues that relate to the security of children in the United States and in their community. They will then conduct research, prioritize issues that most urgently need attention, and create action plans for addressing the problems.

TIME: One to three class periods and time to research

MATERIALS:

- Handout 4-7a: How Secure Are Children in the United States?

LEARNING OUTCOMES:

- Increased their familiarity with issues related to the status and security of children in the U.S. and their community.
- Analyzed the status of children compared to other groups.
- Collected, interpreted, and discussed statistical data related to children growing up in the United States.
- Investigated "child security" issues of particular concern in their community.
- Created action plans to address child security issues in their community.
- Practiced reading for understanding.
- Participated in both small and large group learning activities.
- Interviewed lay and professional individuals in their community.

NEW VOCABULARY:

- Per capita

NOTES AND SUGGESTIONS:

As students collect articles and gather data for this project, they will likely find data from one source that contradicts data from another source. Ask them to find out how the data was arrived at and suggest that they consider the agenda of different groups putting out data. How might the agenda influence the way that they collect and present their data?

LESSON SEQUENCE:

1. One week before you begin this lesson ask students to start collecting news articles about issues related to the security of children in the United States. They should collect articles that cover national policies and issues and also articles about local policies and issues. (You may want to set a specific number of articles that each student is required to bring in.) Post articles on a bulletin board. Separate articles based on the national or local focus. Ask each student to read several of the articles.
2. Distribute Handout 4-8a: How Secure Are Children in the United States? Ask students to work in pairs to "guestimate" their answers to the questions. Allow students to refer to articles on the bulletin board as they are completing the handout.
3. As homework, assign students, working individually or in pairs, the task of researching the correct answers to questions found in the handout. Each student or pair of students should research three to five questions. This research could also be conducted during class time. Another option is for the teacher to research the answers, which the students can see after they have made their guesses.
4. Once the research is completed, ask students to share the results of their research with one another and explain what conclusions they might draw from this statistical data. These follow-up questions can lead to a deeper discussion of the security of children in the United States. Some of these questions may also become starting points for individual or small group investigative research on children's issues.
    - What statistics most surprised you? Why?
    - What present conditions that affect children may result in high "costs" to society, government, and the United States taxpayer in your lifetime? How does the health and well

   being of children connect to the health and well-being of the economy and the nation as a whole?
   - Why does the United States spend so much more per capita on the elderly than on children?
   - If you went to lobby Congress or your state legislature for increased federal spending for children, what points would you emphasize to make your case?
   - If you want to increase spending for children it would probably mean less money for the elderly. What would you say to a person over 65 to persuade him or her that spending more money on children and less money on the elderly is a good investment?
   - Would you encourage your representative in Congress to reduce the defense budget and put more money in budget categories that benefit children? What would you say to support your position?
   - Many people argue that children are solely a parent's responsibility. Do you agree or disagree with this position? If parents cannot provide adequately for their children (physically or emotionally), does the larger community have any responsibility to care for the youngest among us?
   - Parents of young children who have been receiving welfare payments are now being told they must go to work. They will not be able to stay home with their young children. Do you think the new government policy will increase the security of young children? Why? Why not?

5. Write the following on the board: Head Start; Youth Employment; Health Care; Housing and Nutrition; Affordable Day Care; High Quality Elementary Education; High Quality Secondary Education: Dropout Prevention: Foster Care and Adoption Assistance; Juvenile Justice and Rehabilitation: Health, Drug and Violence Prevention; Job Training; Sex Education. Ask students: If you could fully fund only two of these programs in the next decade, which two would you choose? (Full funding would mean that the program would be available to every child who needs it.)
6. Review the articles students brought in and facilitate a discussion in which you compare and contrast national issues and data with articles about local issues and data. Ask students:
   - What national issues receive the most coverage?
   - What local issues receive the most coverage?

- Is coverage similar or different? Why?
- What do you think is the best way to improve the security of children in the United States? Would money alone do the job? If not, what else would be needed?
- If resources were limited, what age child would you prioritize to receive government-funded services?: a) Prenatal, b) 0-4, c) 5-8, d) 9-12, e) 12-16, f) 17-18.

7. Ask students to work in small groups to conduct research on one local issue or problem that relates to child security. They should collect data and written material about the issue/problem, and interview professionals and lay citizens about it. Students should then write a report detailing the problem and their proposal for improving the situation. Their proposal should identify the scope of the problem, and include both long- and short-term goals.
8. Students should take turns presenting their proposals to the rest of the class. Classmates should critique the proposals.
9. Using data and goals from each of the proposals, students should develop a multi-faceted action plan for improving the security of children in their community.

EXTENSION ACTIVITIES:

- Students should create and implement a plan to share their community plan with community leaders and policy makers.
- Ask each student, or small groups of students, to select one country other than the United States and investigate the status of child security in that country. They should use questions from Handout 4-8a: How Secure Are Children in the United States? as a guideline for gathering information. Once research is completed a class discussion should be facilitated to compare and contrast data.
- Ask students to administer Handout 4-8a: How Secure Are Children in the United States? to adults in their community. Tabulate results and compare them with student responses.

CHAPTER 5

International and Global Perspectives

This chapter is weighty in quantity, substance, and human drama. Lessons in this chapter introduce students to broad issues that have significant impact on the security of people throughout the world. In most cases the impact puts individuals, cultures, and nations at risk. The lessons explore the dynamics of human rights violations, economic inequities, environmental danger, and the threat of lethal hostilities.

Students will learn about the form, function, and authority of international organizations that attempt to secure global peace. They will also face, head on, the obstacles that interfere with the mission of these organizations, which range from the large to the small, the formal to the informal, including churches, nongovernmental organizations, labor unions, trade consortiums, nonprofits, private corporations, and more.

Each lesson supplies students with background information and asks them to incorporate the information into problem-solving activities. Most lessons in this chapter require students to conduct research to supplement information provided in student handouts. All of the lessons would be enhanced through additional student research.

Most of these lessons are more time consuming than lessons in earlier chapters, and they integrate multiple issues and strategies. They attempt to model the complexity faced by actual individuals, organizations, and groups that are devoted to securing global peace. Extension activities, identified at the end of each lesson, will serve to reinforce new knowledge introduced, provide opportunities to practice learning strategies, and broaden student knowledge and understanding of the issues introduced. We encourage the use of suggested extension activities.

Lesson 5-1: How Do We Define War and Aggression? This lesson introduces academic definitions of qualities that contribute to institutionalized warfare. Students will become acquainted with the framework and practice applying new terminology and classifications to historic examples of acts of violence. Activities will involve students in whole class and small group exploratory discussions.

Lesson 5-2: Mapping Global Conflict will teach students a method of mapping that is used to analyze trends. Information will be gathered from diverse media sources and plotted globally through a mapping exercise. Students will work together in small groups to analyze data and report on their interpretations of the data.

Lesson 5-3: Evaluating National and International Security involves students in a research and global mapping activity. Students will independently conduct research and then add the results of their research to that of other students. Together they will develop a global analysis of factors that contribute to national and international security.

Lesson 5-4: State of the World, 1999 provides students with data and information about security conditions in five different nations. They will be asked to analyze and rate the relative security in each nation, based on their personal priorities. Students will work in small groups and then share the results of their deliberation with the entire class.

Lesson 5-5: Equal Opportunity Security: Fact or Fiction? assesses security through data that focus on conditions that are formally or informally imposed on women. The lesson graphically documents gender biases that affect personal security. Students will participate in a global mapping activity while expanding their knowledge of political, economic, and cultural factors that influence the security of women throughout the world.

Lesson 5-6: The Bomb introduces language that was introduced along with the atomic bomb. Students will examine and identify terminology that has been added to our lexicon, but is generally not associated with warfare today. They will examine how violent language becomes commonplace, as they become better acquainted with the history of the development and deployment of the first atomic bombs.

Lesson 5-7: United Nations Declaration of Human Rights introduces students to a globally adopted document that promises to protect human rights. Working in large and small groups, they will discuss the relative importance of each of the rights and attempt to reach consensus within their small groups and among all groups. This lesson will provide students with baseline information that will assist them in completing additional assignments related to human rights protection.

Lesson 5-8: War, Peace, and Human Rights: Listening to Children's Voices acquaints students with information about weapons of mass destruction, the World Court, and the United Nations Convention on the Rights of the Child. Students will identify relationships between an international law and a lethally threatening situation. Students will work in small groups to conduct research, analyze data, and use tools incorporated in international law to develop problem-solving strategies. This challenging lesson calls for sophisticated and focused skill in analyzing data, developing strategies, and conveying the strategies to others.

Lesson 5-9: Political Cartoons and the United Nations acquaints students with the basic structure of the United Nations and the methods used by political cartoonists to comment on political issues. Students will collect and deconstruct political cartoons and demonstrate their understanding of techniques used by cartoonists by creating their own political cartoons. Cartoons will focus on the functioning of the U.N., thus helping them master the content introduced with the lesson.

Lesson 5-10: The United Nations Efforts to Protect the Rights of Workers introduces students to two branches of the United Nations and how they function. Students will be asked to apply this information in developing problem-solving solutions to actual labor-related situations. Students will be asked to demonstrate research skills and to articulate how a specific situation can be viewed from a variety of perspectives. They will be asked to incorporate the formal processes of the two U.N. institutions in their attempt to resolve complicated political and economic problems. Workable solutions will probably not be identified. The lesson will make students aware of the difficulties international organizations face when attempting to resolve problems of the magnitude and complexity as those offered in this lesson.

Lesson 5-11: Child Soldiers exposes a harsh reality faced by young children throughout the world. Students will learn about the plight of child soldiers and be asked in engage in direct political action to curb the situation. This lesson primarily focuses on reading, writing, and research skill development.

Lesson 5-12: Land Mines—After the War acquaints students with factual data related to the production, use, and destructive nature of land mines. While playing an interactive game, students will become aware of the anxiety that land mines brings to the daily lives of millions of people throughout the world. Students will develop and practice problem-solving and negotiation techniques to confront the problem.

Lesson 5-13: Natural Resources and Security asks students to conduct independent research and to analyze data as they expand their knowledge of the types and varieties of natural resources that are necessary to sustain different populations throughout the world. Students will study different nations and then compare and contrast their findings. Together they will develop a global picture of factors that influence what resources are available to diverse communities throughout the world.

Lesson 5-14: Multilateral Negotiation introduces students to the process of conducting a multilateral negotiation. They will focus their mock negotiation on issues related to deforestation and desertification. Students will be introduced to data related to specific threats to the global environment and asked to strategize problem-solving remedies.

Lesson 5-15: Free Trade/Fair Trade: WTO Winners and Losers focuses on controversies related to the functioning of the World Trade Organization and International Monetary Fund. Students will research the background and current practices of the organizations and participate in an interactive activity that will require each student to represent a different perspective/interest in discussing the scope of the issue.

Lesson 5-16: International Summit on Debt Relief helps students expand their understanding of economic development principles. They will apply these concepts while investigating human development crises being faced by Third World nations. Students will obtain and assess the credibility of data gleaned from a variety of sources with different agendas that promote different perspectives. They will read and master complex information that they will in turn be asked to explain to fellow students.

Lesson 5-17: Economic Sanctions: A Simulation will acquaint students with a mechanism that may be used to punish nations that engage in human rights violations. They will be asked to assess the pros and cons of imposing such sanctions. They will also become acquainted with criteria that must be followed before sanctions can be imposed and assess whether sanctions are appropriate in specific situations. Students will engage in role-plays and simulation exercises to demonstrate their understanding of the processes, procedures, and ethical considerations related to the use of economic sanctions.

Lesson 5-18: Civil War helps students learn how complex civil wars can be through an exploration of the example of Afghanistan. They will utilize research skills to analyze the factors that have contributed to the Afghanistan conflict. They will read about and discuss the experience of a U.S. teen who lives and works there, trying to alleviate the suffering of the people.

Lesson 5-19: What Is Globalization? will introduce a foundation for understanding the dynamics of globalization. It will explore the myriad of influences globalization has on our world today, how rapidly our global culture, environment, and economy is changing, and the benefits and consequences of those changes.

LESSON 5-1

How Do We Define War and Aggression?

To my mind, to kill in war is not a whit better than to commit ordinary murder. —Albert Einstein (in Kaizo, Autumn, 1952)

LESSON IN BRIEF:

During this lesson students will consider the types of human activity that we define as war, what activities we might describe as warlike, and activities that do not fall within these definitions. Students will examine various definitions of warfare, especially as these descriptions relate to the kinds of war we are witnessing at the beginning of the twenty-first century.

TIME: One to two class periods

MATERIALS:

- Handout 5-1a: Defining War and Aggression: What the Experts Say
- Newsprint, markers, large paper, newspaper, tape

LEARNING OUTCOMES:

- Practiced brainstorming with fellow students.
- Participated in whole class and small group discussions.
- Practiced reading for understanding and analyzing sophisticated concepts.
- Gained understanding of the nuances and dynamics of warlike and aggressive behavior.

NEW VOCABULARY:

- Insurgent

NOTES AND SUGGESTIONS:

During this lesson students are asked to analyze and categorize a list of national and international events involving conflict. A list of possible events is found below in step four. For this activity to work, of course, the students need to have a common understanding of the events. This understanding can be achieved in two different ways. One way would be for the teacher to help students create a list in class, at the same time facilitating a discussion that will result in all students agreeing on where to place the chosen events within the four categories listed below. Another option would be to have each students research a selected event overnight, and report his/her findings to the class the following day.

LESSON SEQUENCE:

1. Post four large pieces of newsprint on the walls of your classroom. Write the word "War" at the top of the first sheet, "Warlike" on the second, "Violence" on the third, and "Aggression" on the fourth. Invite students to move around the room and write as many words or phrases that they can come up with to describe each of the words.
2. Again ask students to move around the room, visiting each piece of newsprint. This time students should write the numbers 1, 2, 3, or 4 in descending order of importance next to the words or phrases that they think best describe the title on the page.
3. Use a student as a recorder for the next activity. Create four columns on a new piece of newsprint or the board. Create and record lists of the 10-12 words that received the most support for each of the four words. If the top ten or so words are not obvious, discuss with students why they think there was such a lack of consensus and which 10-15 words should be placed on the new lists of words that best describe "War," "Warlike," "Violence," and "Aggression."
4. Write the list of the situations below on the board or newsprint and ask students to consider which situations they would categorize as "War," "Warlike," or "Neither." You can draw from this list and also add events the students choose. Once your final list is shaped, either work in class to reach a consensus on the placement of terms, or have each student research an event overnight.
    - Gang fight
    - Bombing of the Federal Building in Oklahoma City
    - Killings at Columbine High School in Colorado in 1999
    - "War on Drugs"
    - Intifadah uprisings of Palestinians in Gaza and the West Bank
    - U.S. Invasion of Panama in 1990

- Drug wars in Colombia
- "War on Poverty"
- Vietnam War
- Urban street violence
- Trade wars over tariffs and open markets
- Terrorist bombing of Pan American Flight 407 over Scotland
- L.A. riots in 1992
- Protests in Tienamen Square in China in 1989
- The uprising in Chiapas, Mexico in the 1990's
- Democratic Revolution in Russia in 1990
- The Cold War
- Armed conflict in Bosnia-Herzegovina
- Political chaos in Somalia
- Israeli bombing of nuclear facilities in Iraq in 1988

5. Once students have come to understand the events, either as the result of an in-class process or their overnight research, which they reported to the class, give them a few minutes to discuss the list with a partner before you open up discussion with the whole class. Make four lists as students select where they would place each item. Discuss what students perceive to be differences between these activities and events.
6. Pass out copies of Handout 5-1a: Defining War and Aggression: What the Experts Say to each student. Read through the definitions of war and the descriptions of various kinds of warfare carefully, soliciting examples and illustrations from students, using the initial list of words and phrases on the four sheets of newsprint; the shorter lists (10-12 items) that they developed; and events explored in the previous discussion. Debrief responses by comparing and contrasting student deliberations with information presented on the handout.

EXTENSION ACTIVITIES:

- Ask students to collect newspaper or news magazine articles about war or warlike events or behavior. They should classify the type of aggression, war, or warfare and explain their reasoning. Ask students to complete the assignment with a predetermined number of articles.
- Create a bulletin board with four different identified areas: (1) war, (2) warlike, (3) violence, and (4) aggression. Have stu-

dents collect news articles that address these concepts or events. Articles should be placed under the heading that the students think is most appropriate. Once the bulletin board is filled, discuss with the class whether they think the articles were placed under the most appropriate headings. Why? Why not?

- Ask students to collect news articles that use the word "war," or any derivative of the word "war," the word "violence," or the word "aggression." Use information from Handout 5-1a: Defining War and Aggression: What the Experts Say to assess whether the news reporters are using the terms the same way as the authors cited in the handout.

LESSON 5-2

Mapping Global Conflict

> *The journey of a thousand leagues begins with a single step. So we must never neglect any work of peace within our reach, however small. —Adlai Stevenson*

LESSON IN BRIEF:

This lesson will introduce students to topical and geographical mapping techniques, while expanding awareness of the diversity and complexity of conflict-related situations that influence real and perceived realms of security.

TIME: Four class periods and time for research

MATERIALS:

- Outline global or continental maps
- Handout 5-2a: Mapping Global Conflict (multiple copies for each student)
- Access to news media including newspapers, magazines, newsletters, Internet, television
- Materials and equipment to project completed maps so that all students can view maps during student presentations

LEARNING OUTCOMES:

- Identified and documented relationships between conflict, and risks to personal, national, and international security.
- Been exposed to new forms of media that they have not been acquainted with in the past.
- Worked collaboratively to research and analyze data.
- Developed expertise about a focused topic and communicated that expertise to others.
- Become aware of the difficulty of isolating individual sources or categories of conflict.

NOTES AND SUGGESTIONS:

Encourage students to use a variety of resources to identify conflict situations. Suggest that they use collections of newspapers and magazines (from libraries) that they do not routinely read, and watch television news programs that they do not routinely watch. Encourage students not to restrict themselves to obvious conflict situations and to look beyond the surface or headlines of articles to identify a wide variety of conflict situations.

When doing this lesson, students will find that the conflict situations they are researching cannot easily be restricted to just one of the six conflict categories below. Let them know that's fine. They should do their best to focus on their group's category, while keeping a list of the other categories that seem to overlap. One purpose of the lesson is for students to see how hard it is to isolate a single category of conflict when analyzing a conflict situation.

LESSON SEQUENCE:

1. Explain to students that mapping is used to document physical boundaries and landmarks and to trace data related to economic, social, political, and environmental trends. Facilitate a brainstorming session to identify different types of mapping activities and how they are used. Examples might include: police mapping of criminal activity; global mapping of the spread or decline of disease; coded mapping of the presence of endangered species; mapping of targets for planned military strikes; maps of a shopping center that directs shoppers to specific stores so as to enhance their shopping experience.
2. Assign equal numbers of students to six groups. Each group will work together to identify and map conflict related to one of the following topics: 1) economic conflict, 2) conflict that involves military action/activity, 3) conflict between nations, 4) conflict that involves human rights violations, 5) ethnic, religious, or diversity conflict, and 6) environmental conflict.

   An alternative model would assign each group of students one continent to research and map. In this model students would identify all varieties of conflict occurring within that continent.
3. Give students two or three weeks to collect media reports of conflict related to their group's targeted topic. Explain that overlap between groups is likely to occur and is not a problem. Each item should be recorded on Handout 5-2a: Mapping Global Conflict. It will not always be possible to answer

every question for each item. If needed, have students use additional pages to record complete answers to the questions outlines on the handout. Students can decide among themselves how to function as a group. Students within each group should decide among themselves what criteria to use to rate the seriousness of each incident. They should be prepared to describe the criteria used at a later presentation.

4. Using an outline map, each group should record every incident that they have completed a worksheet for. Students should devise a method of coding each entry by using a specific color or symbol for different types of conflict that fall within their category. For example, the environmental conflict group could devise symbols or colors to differentiate between conflicts related to endangered species, water quality, and forest management.
5. Once mapping is completed, each group should prepare a presentation that they will deliver to the entire class. Time should be allotted for both the presentation and questioning from classmates.
6. The teacher should facilitate a class discussion to identify relationships between data presented by different groups of students. How do different types of conflict, or similar conflicts at different locations, impact each other positively or negatively? How do students from each group respond to the "seriousness rating" of students of other groups? How seriously does each of the topics covered influence perception of personal, national, or international security? How do students rate the success of conflict resolution measures that were used to resolve issues reported on?

EXTENSION ACTIVITIES:

- Repeat the same activity while focusing on a specific and limited historical period that the class is studying.
- Each group can be asked to write an article about the results of their mapping. Articles could be combined to create an International Conflict/International Security newsletter.
- Political leaders or people representing special interest groups could be invited to class to discuss specific issues of conflict identified by students.
- Combine one student from each original group to create new groups. Each student should brief team members on issues related to their area of expertise. Each group should then pre-

pare a presentation highlighting overarching, cross-referenced information gleaned from each individual's research. Presentations should include suggestions for restoring security in a specific area.

- Have *students select one conflict situation* that includes at least two of the six topics/categories, e.g., religion and the environment. Students should evaluate and analyze how these impact one another.

LESSON 5-3

Evaluating National and International Security

Long-range planning does not deal with future decisions, but with the future of present decisions. —Peter Drucker

LESSON IN BRIEF:

This lesson will give students the opportunity to use a variety of criteria in evaluating the level of security that exists in countries throughout the world. Students will work independently conducting research and then compare and evaluate their data with other members of the class. They will evaluate international security using composite data developed by classmates.

TIME: Two class periods and time for research

MATERIALS:

- Handout 5-3a: National Security Rating Schedule
- Access to a library, back issues of news publications, and the Internet

LEARNING OUTCOMES:

- Worked independently conducting research.
- Evaluated data from a variety of sources.
- Applied personal judgement in evaluating the relevancy of data.
- Presented data, and concluding analysis of data, to peers.
- Expanded their knowledge of different conditions and experiences that contribute to, or detract from, the level of security that different people live under.
- Engaged in a process of evaluating global security, using data and evaluation constructed by peers.
- Used a variety of evaluation tools.
- Expanded their knowledge of world geography.
- Expanded their familiarity with global, social, and political geography.

NEW VOCABULARY:

- GNP (Gross National Product)

NOTES AND SUGGESTIONS:

The information about different countries that students are being asked to locate can be found on the Internet. The United Nations web site has good information and will lead them to other sites. They should be able to find magazine and newspaper articles about almost any nation if they have access to a reader's guide and library. Most of the information can be found in a recent almanac. Depending on the research skills of your students, you might want to steer them to some of these resources, or let them find them on their own. Also, depending on their skill and the amount of time and effort you think they should put into this activity, you might want to set a minimum number of resources that they should use and ask them to record which resources they used. If a student cannot find data for a category (this should be a rare occasion), they should use deductive reasoning to evaluate the numerical rating for that category.

Students are being asked to evaluate the adequacy of food, health care, housing, etc. available to people in different nations. They may either research basic standards set by the World Health Organization, U.N., etc. or develop their own definition of adequate (i.e., meets minimum nutritional needs, shelter provides safety from the elements, or children receive immunization from disease). Students should be reminded to take into account cultural norms and availability of local natural resources.

LESSON SEQUENCE:

1. Explain to students that they are going to investigate the level of security that is experienced by citizens of different countries. Each student should select a country they will research. Students should simply tell you what country they want to research. You should make sure that there are no duplications and that there is diversity in their selections. (Suggest that students look at a world map to locate new and interesting looking nations. If you are studying a particular part of the world, you may want to limit student selections to coun-

tries within that area, as long as there are enough countries for each student to select a different country.)

2. Distribute copies of Handout 5-3a: National Security Rating Schedule. Explain that they are to conduct research about each of the ten categories listed in the left column of the chart, as it relates to their country. They should evaluate the level of security that exists for the entire population of the country. For example, if they are researching the adequacy of housing in the country, they should find data about the percentage of the population that lives in adequate housing, inadequate housing, or are homeless. (See note above for ideas on how to rate the level of adequacy.) They should locate the most recent data available. Once they have information about the status of that category within the nation they selected, they should use their own judgement to determine how to rate the level of housing security on a 1 to 10 scale. 1 denotes "extreme insecurity" and 10 indicates "extreme security." They should then tally the total for each category, thus determining a security rating for their country. Explain that they should find the best information available. The better the information they locate the better equipped they will be to evaluate each category.
3. Once students have concluded their research, post the Handouts on the walls or bulletin boards around the room. Display them in descending numerical order (depending on the total security ration each country received). Allow everyone the opportunity to view all of the handouts.
4. Debrief the data and student evaluations. You may use some of these questions:
    - Ask students what criteria they used to determine the numerical rating for different categories. Did they feel confident that they were rating categories accurately and fairly?
    - What findings surprised them the most?
    - Did their research cause them to reevaluate the security that they live under? What did they think about? Is their security better or worse than they thought before this activity?
    - How do they feel about the conditions that people in their country live under?
    - Do they think that the information they uncovered was honest and accurate? Did they find contradictions? How do they account for the contradictions?

5. Tell students that they will now work in small groups. They should use the data they collected and evaluated to analyze global security. Ask each group of three or four students to prepare a presentation based on the combined data collected. Possible presentations:
   - An analysis of which categories demonstrate the greatest or least security based on the class sampling.
   - They might want to analyze data by continent, or by the size of the country.
   - They may analyze data to identify relationships between the type of government there is in a nation and the level of security in that nation.
   - A mathematical analysis of the mean, median, and average numerical ratings of nations would be interesting.

   Only make these suggestions if students have difficulty coming up with ideas of their own.
6. Ask each group to present their analysis of global security to the entire class.
7. Debrief the lesson by asking students what was most significant about this learning experience.

EXTENSION ACTIVITIES:

- Have students work in ten groups. Each group will need an outline map of the world. Focusing on one of the categories, they should record data from each student country on the map to illustrate the state of security that is present based on that one category. Maps should then be displayed in the classroom.
- If countries selected by students were not representative of countries throughout the world, students could assess additional countries where there were obvious gaps. New data and evaluation should be combined with that already developed. Compare and contrast the larger sample with the smaller first sample. What differences became apparent, if any? (This will expand student familiarity with global geography.)

LESSON 5-4

State of the World, 1999

The world has achieved brillance without conscience. Ours is a world of nuclear giants and ethical infants. —Omar Bradley (1948)

LESSON IN BRIEF:

In this lesson students will assess the relative security that exists in different countries. They will be asked to make decisions based on limited data. Then they will be asked to reassess their findings when they are given additional information about human rights abuses in each country.

TIME: Two class periods

MATERIALS:

- Handout 5-4a: Security Priorities
- Handout 5-4b: State of the World 1999 (I and II)
- Handout 5-4c: End of the Twentieth Century: Human Rights Abuse Reports
- Access to library and/or Internet

LEARNING OUTCOMES:

- Experienced being asked to make important decisions while provided with limited data.
- Become aware of specific human rights abuses that are currently being perpetrated on citizens in six countries.
- Made value judgements about security issues while working with fellow students.
- Participated in small group decision-making activities.
- Assessed written material, synthesized the information, and given a verbal report on the information to fellow students.

NEW VOCABULARY:

- Detained
- Disappeared
- Autonomous
- Extra-judicial
- Paramilitary
- Asylum
- Nationalists sympathizers

NOTES AND SUGGESTIONS:

Do not apologize for giving students sparse information to use in ranking countries. Let them experience the frustration that is commonly experienced by policy makers, and others, when they are faced with making real decisions based on limited information. You will debrief this dynamic near the end of the activity. The new vocabulary words listed below may be familiar to students. They are listed here because in this lesson, the words are used in a political context that may be new to students.

LESSON SEQUENCE:

1. The first stage of this lesson would best be done as a homework assignment. Students should be asked to complete Handout 5-4a: Security Priorities overnight, a day or two before beginning the rest of the activity during class time. The handout lists fourteen indicators that are based on information that is as reliable as can be ascertained. Without knowing whether the actual information related to each indicator would be positive or negative, ask students to rank which of the indicators they think would be most or least valuable in assessing the security of a nation. Students should work independently on this part of the activity.
2. Have all students turn in the handout and ask one or two students (perhaps for extra credit) to summarize the results. If you have a student who is able to do a statistical analysis of the results, or can develop a chart illustrating trends of how students set priorities, it would be helpful.

   Explain that students will be involved in an activity where they will be assessing the relative security in each of six countries. Explain that information about any country is limited and therefore assessing the security level can be risky. The more information they have, the easier it will be to make their assessments.

3. Give each student their handout back. Ask students to work in groups of six to discuss, compare, and contrast their ratings. After they have discussed their individual responses, give them a copy of the summary that was assembled earlier. Ask students to continue their discussion and compare their individual and group responses to those of the entire class.
4. Facilitate a discussion to debrief the small group interaction.
5. Handout 5-4b: State of the World 1999 has two charts. Give one chart to half of the small groups and the other chart to the remaining groups.
6. Ask students to use the data on the chart to rate the six countries according to their level of security, with "1" being most secure and "6" being the least secure. Expect that all of the groups will rate the U.S. as 1; after that ratings will not be as obvious. Limited data is made available for Yugoslavia. Explain that students should discuss what they think the absence of data indicates.

   Ask students to assess how the ratings of the six countries compare with the ratings of the indicators they completed in handout 5-4a: Security Priorities. (Each chart has somewhat different indicators and each supplies information about the same six countries.)

   If possible, give students time to conduct research about the six countries and locate additional information that will help them rate the countries.
7. Review the political context in which the vocabulary words above are used, providing helpful examples. Give all students copies of Handout 5-4c: End of the Twentieth Century: Human Rights Abuse Reports. Each student in a group should be assigned one of the reports to read, study, and then present to their group. The group should then discuss whether the new information makes them want to change their rankings. They may now do so if they want to. The decision should be made by consensus.
8. Create two larger groups based on their previous work with the two State of the World 1999 charts. Students should compare how each group rated each of the countries (they will have been working with somewhat different information).
9. Debrief the activity. You might want to ask some of these questions:

- When you first saw the fourteen indicators, what did you think should be rated 1? Did you change your mind about 1 by the end of the activity? Why?
- What important information was missing that would have helped you rate the countries?
- How frustrated were you when you were asked to rank the countries and were only provided with limited data?
- How often do you think politicians, policymakers, and humanitarian groups have to assess security issues for a specific location without having adequate information? How must they feel when they are faced with the real life and death consequences of their policies or decisions?
- Each of the countries studied during this activity is located on a different continent. Do you think the indicators for the countries are representative of other countries located on the same continent? Explain.
- Which indicators do you think can most easily be improved?
- If you had the opportunity to be an exchange student in one of the countries (other than the U.S.) would you want to do it? Why? Why not? Which country would you like to go to?
- What, if any, of the information supplied surprised you?
- If you tried to find more information about these countries, how easy or difficult was the task? Did you check to see where the information came from? How reliable do you think the information you found was?

EXTENSION ACTIVITIES:

- Ask students to create new State of the World charts using different countries or different data. Repeat the activity above and compare results with the first round.
- Ask students to create a list of the different types of human rights abuses mentioned in Handout 5-4c: End of the Twentieth Century: Human Rights Abuse Reports. Small groups of students should work together researching the global scope of the use of each type of abuse. Once data is compiled, students should create a Human Rights Abuse Map by assigning a color or symbol to each type of abuse and coding a world map. The map should be posted in a public place in the school. You might post students at the map at designated

times so they could explain the results of their research to students who did not participate in the activity.

- Students could circulate copies of Handout 5-4a: Security Priorities to other classes or groups throughout the school or community. Results would then be analyzed and published in a school or local newspaper.

LESSON 5-5

Equal Opportunity Security - Fact or Fiction

Men and women must receive equal pay for equal work in production. Genuine equality between the sexes can only be realized in the process of the socialist transformation of society as a whole.
—Mao Tse-Tung

LESSON IN BRIEF:

During this lesson students will brainstorm what conditions contribute to personal or societal security and what conditions reduce the level of security afforded certain groups of people or societies. Students will focus on these issues as they relate to women. They will use map skills to analyze where equality or inequality of security exists throughout the world.

TIME: One to two class periods

MATERIALS:

- Handout 5-5a: Global Security Indicators and Women
- Handout 5-5b: Global Security Indicators for Women – Answers
- World Maps with names of countries identified (Enough copies for each small group to have a copy to work with)

LEARNING OUTCOMES:

- Worked collaboratively with other students to define a complex concept.
- Increased their knowledge of cultural and economic conditions that contribute to or detract from the level of security experienced by individuals or groups.
- Tested and applied their knowledge of the physical locations of nations throughout the world.
- Applied map skills in analyzing sociological data.

NOTES AND SUGGESTIONS:

This lesson would work best after a study of world cultures and when students have established basic familiarity with world geography. The lesson will also work better if students are given time to conduct research. Expectations of student performance should be scaled up or down, depending on whether they have been given this time.

LESSON SEQUENCE:

1. Ask students to work in small groups to brainstorm two lists comprised of single words or short phrases. One list should identify ten conditions or circumstances that contribute to personal or societal security. The second list should identify ten conditions or circumstances that constitute threats to personal or societal security.
2. Work with the class to combine the small group lists into one class list. Do your best to reach a consensus. Instruct students to keep the lists created by the small groups.
3. Students will again work together in the same small groups. Every group should have a world map that identifies countries by name. Ask students to work collectively and do their best to identify countries that fit the descriptions in each of the 11 statements. (If you have sufficient time, give students the opportunity to conduct research to identify the appropriate countries for each statement. Otherwise they will probably have to draw on limited factual knowledge and give answers based on general knowledge of the cultures or economies of those regions of the world.)
4. When students have completed Handout 5-5a: Global Security Indicators and Women to the best of their ability give them copies of Handout 5-5b: Global Security Indicators for Women – Answers. Have them compare their answers with those on the answer sheet. Give them sufficient time to use the map to locate the countries they did not include on their worksheet. (If time allows, ask groups to locate each country listed and enter the name of the country on Handout 5-5a: Global Security Indicators and Women.)
5. Discuss with the entire class the level of awareness they had about the conditions and how easy or difficult it was to locate the countries on the map. What trends did they identify? Are there certain parts of the world where women have fewer rights or greater hardships than in other parts of the world? What cultural or economic conditions do students think contribute to these conditions? What attitudes do they now have about the security of women around the world?
6. Ask the groups to review the initial list of words and phrases that they compiled to define security. Ask them to discuss

among themselves how they would rate women's security when measuring it by their list.

EXTENSION ACTIVITIES:

- Ask students to conduct independent research on a country or continent where women experience greater threats to their security than they would in neighboring nations. They should then write a report about the historical, cultural, and economic conditions that they think contribute to the situation. They should share their report with classmates.
- Ask students to work together to create a bulletin board with a large map of the world. They should develop a system (perhaps colored pins or stickers) to mark and color-code the locations of phenomena that pose risks to women's security. On an ongoing basis, students should post newspaper articles that support or refute their original research.
- Ask students to duplicate the above activity with similar information about children around the world.
- Ask students to conduct research about the United Nations Conference on Population and Development. They should then connect issues relating to reproductive freedom to other issues that have been discussed in this lesson

LESSON 5-6

The Bomb

The only security for the American people today, or for any people, is to be found through the control of force rather than the pursuit of force. —Norman Cousins

LESSON IN BRIEF:

War and peace are fundamental concepts that all audiences initially identify as factors influencing personal, national, and international security. This lesson introduces: basic facts about the advent of the A-bomb and H-bomb; examples of language that was developed relative to those events; some examples of reactions to the use and continued development of the bombs; and new applications of bomb-related vocabulary.

TIME: Three to five class periods and time for research

MATERIALS:

- Handout 5-6a: The Bomb
- Handout 5-6b: The Bomb – Vocabulary

LEARNING OUTCOMES:

- Identified and examined complex and contradictory reactions to the development and deployment of nuclear bombs.
- Expanded their knowledge and analyzed usage of vocabulary that was first introduced with the advent of nuclear weapons.
- Used a perspective-taking activity to expand their understanding of issues related to personal, national, and international security.
- Practiced supporting an opinion using factual and emotional writing and speaking.
- Used a variety of investigative techniques to access and process historical information and concepts.

NEW VOCABULARY: see Handout 5-6b

- TNT
- Atomic age
- Enola Gay
- Nagasaki
- Mushroom cloud
- Fireball
- Countdown
- H-bomb (hydrogen bomb)
- AEC (Atomic Energy Commission)
- Atomic bomb (atom bomb, a-bomb, the bomb)
- SAC (Strategic Air Command)
- Fall-out (radioactive fallout)
- Nuclear weapons (nukes)
- Arms race
- U.N. (United Nations)
- Superpower
- Ban the bomb
- Clean bomb
- Fail safe

NOTES AND SUGGESTIONS:

Students are asked to work together in small groups to conduct research. Assigning students with diverse learning styles to work together will help promote the use of a variety of research techniques and of diverse resources. Encourage students to conduct interviews with family and community members and to use primary documents.

LESSON SEQUENCE:

1. Ask students to work together in small groups and read Handout 5-6a: The Bomb and 5-6b: The Bomb Vocabulary. Have them discuss vocabulary that was developed as a result of the invention of "the bomb."
2. Conduct a class discussion about "bomb" vocabulary and brainstorm additional words not included in the reading. Ask for examples of how the words and terms in Handout 5-6a: The Bomb are heard today. Examples can be found in sports and other reporting and commentary. For example, "nuke em" refers to the hope of defeating the opposing team and "fallout" is used to refer to the aftermath of a disagreement between two people.
3. Review the list of terms the students created in Chapter 3 to define different realms of security. If the class didn't use Les-

son briefly discuss how they would define personal, national, or international security.

4. Each group should then select one era, highlighted in the reading, to research more thoroughly. Suggest that students interview parents and grandparents about the following:
   - 1930's pre-bomb era
   - Bombing of Hiroshima and Nagasaki
   - Continued post-WWII (1940's) testing by the U.S.
   - Expansion of nuclear testing in additional countries (1950's)
   - 1950's creation of the Ban the Bomb movement
   - 1950's development of the H-bomb
   - Nuclear test ban treaties
5. Once research is completed, each student should write a letter to a friend. The letter should be set in the era studied and should reflect the perspective of a member of one of the groups listed below. Letters should address how secure—or insecure—the person feels in light of developments related to "the bomb," and should include how they feel when they hear some of the new vocabulary (or jargon) associated with it. Each student should assume a different role.
   - A high school student living in the U.S., Japan, Germany, or England
   - A member of the armed forces in the U.S., Japan, Germany, or England
   - A head of state in the U.S., Japan, Germany, or England.
   - A parent of young children living in the U.S., Japan, Germany, or England
   - A nuclear scientist living in the U.S., Japan, Germany, or England
6. Depending on the amount of time available, some or all of the students should read their letters aloud to the rest of the class.
7. Students who express conflicting views could be given the opportunity to publicly discuss the basis of their different perspectives.
8. After letters are read, the class should engage in a discussion about how their impressions of security or insecurity have been altered by listening to the letters. Create a list of new words that surfaced in describing security and/or insecurity.

EXTENSION ACTIVITIES:

- Working in small groups, ask students to brainstorm a list of contemporary examples of how bomb-related vocabulary has seeped into our daily vocabulary. Combine two or three examples from each group to create a classroom list of examples. Facilitate a class discussion that focuses on the degree of power these terms have today, or whether they have become neutralized with time. If powerful, what is the effect in our lives? If neutralized, does it matter? Why? Why not? Are the terms associated with security or insecurity?
- Working in small groups, ask students to conduct research on the dates and names mentioned in Handout 5-6a: The Bomb. Using student data, chart a timeline documenting diverse attitudes about "the bomb" in relation to personal, national, and international security. Display the timeline in the classroom. Ask students to present the charted data to other students, faculty, or community members.

LESSON 5-7

United Nations Declaration of Human Rights

The organization is created to prevent you from going to hell. It isn't created to take you to heaven. —Henry Cabot Lodge

LESSON IN BRIEF:

During this lesson students will explore and evaluate the relative importance of a variety of human rights. They will compare their personal evaluations with those of the United Nations.

TIME: One to two class periods

MATERIALS:

- Handout 5-7a: The Universal Declaration of Human Rights

LEARNING OUTCOMES:

- Became familiar with the scope of the Universal Declaration of Human Rights.
- Examined the status of human rights in different parts of the world and discussed the need for a global standard to regulate human rights.
- Discussed and prioritized specific human rights.
- Explored their own value systems and those of classmates and other people throughout the world.

NEW VOCABULARY:

- Asylum
- Declaration
- Human Rights

NOTES AND SUGGESTIONS:

Throughout this lesson, continue to remind students that they should be thinking about human rights needs and abuses throughout the world. This requires expanding their thoughts beyond their own personal experiences. A summary of the Universal Declaration of Human Rights is included with this lesson. You might want to provide students with a full copy of the document, which is available on the Internet at www.UN.org.

LESSON SEQUENCE:

1. Explain to students that you are going to be discussing human rights. Ask each student to create a list of five rights they think should be guaranteed to every person in the world.
2. Next, students should form groups of four or five. They should compare their lists, and together create a list of the eight to ten rights that they agree are most important for all people. When they have reached a consensus, they should write their list on the board or on newsprint, where everyone can see it.
3. Review small group lists. Then create a class list, joining rights that are similar and expanding some rights to make them more inclusive. Remind students that these are rights that are necessary for all of humanity, not just people in their community, nation, or hemisphere. Only record general principles. Avoid details. Review which rights many students brought up and which were only identified by a few students. Determine whether any of the rights contradicted each other. Discuss similarities, contradictions, the popularity or lack of widespread support for rights listed by students.
4. Distribute copies of Handout 5-7a: The Universal Declaration of Human Rights. Ask each student to read the handout. Once they have read it, ask students to reconvene in their small groups. They should compare the document with the list compiled by the class. What are the similarities? Differences? What did they overlook? What did they include that the U.N. left out?
5. Continue the discussion with the entire class. Compare feedback from the small groups. Question students about the need for the universal document. Possible questions:
   - Do you think the Universal Declaration covers all of the important human rights issues that it should?
   - What human rights problems or abuses are you aware of? Who, what, where, why, when?
   - Do you think that a Universal Declaration is necessary?
   - Should there be a standard set for the whole world or should each country be able to set its own human rights standards?
   - Do you think the cause of human rights has improved since the document was written?

- Should nations be able to ignore portions of the Universal Declaration if they are inconsistent with the norms, history, or culture of their nation? For example, many nations do not allow women to vote, hold office or access certain types of education; some countries set dress standards for women; cultures in some countries believe that some people are poor or afflicted with disease because of their moral character, and therefore do not deserve a better life. Cultures residing within some nations engage in the practice of arranging marriage partners for members of their communities.

6. Ask students which of the rights in the Universal Declaration need to be addressed by the United States. Discuss the status of human rights in the U.S.
7. Conclude by asking students to work in small groups to identify the five most important rights for everyone in the world, as identified in the Universal Declaration. Then ask each small group to tell the rest of the class the five that they selected.

EXTENSION ACTIVITIES:

- Ask students to investigate reports of human rights abuses throughout the world and determine which rights articulated in the Universal Declaration are most frequently reported as being violated. An excellent place to start is Amnesty International at www.aiusa.org.
- Teach how to write a persuasive letter through Amnesty International's Urgent Action Network letter writing project. For information, go to www.aiusa.org/urgent
- Ask students to write letters to their U.S. Senators and members of the House of Representatives telling them that they have been learning about the Universal Declaration and asking what progress the United States is making in certain areas protected by the Declaration. Before writing, they should investigate areas where the U.S. is not meeting the standards set by the Declaration.
- Have students investigate the Montreal Protocol to Protect the Ozone Layer, the UN Conference on Environment and Development, and/or the International Conference on Population and Development. Students should be asked to identify relationships between these initiatives and analyze how they interface with the Declaration of Human Rights.

LESSON 5-8

War, Peace, and Human Rights: Listening to Children's Voices

Pretty much all the honest truth telling there is in the world is done by children. —Oliver Wendell Holmes

LESSON IN BRIEF:

This lesson will show young people how they can use their rights under international law to influence international public policy that creates life or death circumstances under which other young people live. It introduces students to issues related to threats to international security imposed by weapons of mass destruction (sometimes referred to as WMD). It introduces students to basic concepts of international law. Students will then complete an exercise where they identify how these two bodies of information are connected, and will learn how international law can be activated and implemented to facilitate nonproliferation of these lethal methods of confronting disputes.

TIME: Three class periods

MATERIALS:

- Handout 5-8a: Background on Weapons of Mass Destruction
- Handout 5-8b: Preamble of the Convention on the Rights of the Child
- Handout 5-8c: Convention on the Rights of the Child: Articles 12-17
- Handout 5-8d: What Is a Memorial?

LEARNING OUTCOMES:

- Gained an understanding of basic international doctrine related to the proliferation and control of weapons of mass destruction (WMD).
- Became acquainted with and gained an understanding of the Convention on the Rights of the Child's protections of expression, thought, conscience, and safety.
- Gained an understanding of how to formally bring concerns to an international court.
- Used analytical thinking and writing skills to draft a mock legal document.

- Developed empathy for the suffering of children less fortunate than themselves.
- Practiced skills that can help them legitimately and powerfully effect social change.
- Conducted research, analyzed data, and applied information to a problem-solving technique.

NEW VOCABULARY:

- Weapons of mass destruction (WMD)
- Nonproliferation
- Proliferation
- Nonpossessor States
- Dual-use items
- Memorial
- Jurisdiction
- International law
- Infrastructure

NOTES AND SUGGESTIONS:

This lesson is intended to demonstrate to students that "information is power." It provides them with information that will help them develop skills to influence public policy. The lesson and the accompanying handouts will provide students with a basic introduction to complex issues and concepts. Ideally, you will have enough time for students to conduct independent research to expand their understanding of these issues and their familiarity with the tools used to stem the proliferation of WMD. Data introduced with this lesson was current as of June 2000. International law and the expansion or reduction of these weapons are in a state of flux. Students should not rely on the accuracy of data, or should at least understand that it may not be completely current. Conducting research will provide students with the opportunity to assess whether progress is being made in the form of new treaties or laws, or through the extension of nonproliferation activities. Conversely, they may determine that progress is not being made or that there are many setbacks.

LESSON SEQUENCE:

1. Introduce lesson to students by summarizing this brief history:

   Ever since the United States first deployed nuclear weapons prior to World War II, the international community has debated how to manage the development and use of weapons of mass destruction. Concern for the welfare and safety of youth is routinely cited in arguments for and against the proliferation of WMD. While that debate continues, another argument has gained international attention. What basic and universal rights should be extended to children throughout the world?

The Convention on the Rights of the Child was drafted and presented to the UN General Assembly on September 2, 1989. The Convention entered into force after ratification by the necessary twenty nations (the United States was not among them). Ratification came only nine months after adoption, making this the speediest entry into force of any international human rights treaty. As soon as a country ratifies it, the Convention becomes binding law for that country.

The treaty is comprehensive, addressing diverse issues like parental responsibilities; protection from abuse, neglect, and torture; protection of a child without family; adoption; health and health services; rights of refugee children; child labor; sexual exploitation; the sale, trafficking, and abduction of children; administration of juvenile justice; and the deprivation of liberty.

2. Ask students to read Handout 5-8a: Background on Weapons of Mass Destruction.
3. Discuss the reading assignment and review terms and concepts. Expand the discussion to include ideas and attitudes about how WMD proliferation can affect young people throughout the world. Discuss emotional and physical implications.
4. Explain to students that International Law is a relatively new phenomenon that has not met with a great deal of success as of 2000. Ideally, it is law that binds a group of nations to a standard practice in trade, war, environmental protection, and human rights. Most international law today is treaty law. These laws take many, many years to draft, to find acceptance among nations, and to be ratified. In many cases 'international law' is unenforceable. Nations make agreements with one another, but if they do not comply with the agreements there is not much that can be done about it. What can be done is not immediate. This lesson deals with two types of international law. The Convention on the Rights of the Child is the most successful example of international law ever accomplished. Yet compliance is limited. Treaties calling for the nonproliferation of weapons of mass destruction are mak-

ing some progress, but like other international law, cannot be depended on. Discuss the concept of international law and its potential benefits and limitations.

5. Explain to students that the Convention on the Rights of the Child is one of the few international laws that is formally subscribed to by most nations in the world. Discuss why they think nations have been willing to accept an international law protecting the rights of children, while they have not been willing to enter into other international laws.
6. Pass out copies of Handout 5-8b: Preamble of the Convention on the Rights of the Child. Assign each section of the handout to a pair of students. Ask them to read the section, discuss it between themselves, and report their discussion to the whole class. Reports should follow the sequence of the Preamble. Ask students to report on the content of their brief section and the type of language that is used to communicate the intent of the document.
7. Distribute Handout 5-8c: Convention on the Rights of the Child: Articles 12-17. In larger groups, follow the same procedure to report on the articles.
8. Facilitate a class discussion about the pros and cons of adopting such a document. To what extent do the rights resemble the rights students think they enjoy in their community, school, and elsewhere? Explore the potential conflicts with parents' rights and wishes.
9. Explain to students that when a group of people wants to bring an issue to the attention of an international court, they can prepare a "memorial." Ask students to read Handout 5-8d: What Is a Memorial? Students should then work in small groups of four to five to prepare a memorial that relies on the Convention on the Rights of the Child. Their memorials should express their concerns and suggestions and reflect the interests of children as the international community sets policies to combat the proliferation of WMD. Students might also address the issue of who is responsible for the aftermath of the use of WMD. For example, in February 2000 the President of Vietnam publicly said that over one million people in his nation were suffering from the harmful effects of agent orange, a biological weapon used against his people by the United States during the 1970's. The United States, he said, should be held responsible for their health care needs resulting from the use of this deadly chemical. Ask students to supplement the information given to them with additional library

or Internet material. Allow sufficient time for independent research.

10. Ask each group to write its own memorial, which should cite specific items from the Preamble and articles. Have them tie these to issues related to the threat of proliferation of WMD and suggest an approach that the international community could take to encourage youth input in problem solving. Explain to students that a memorial is intended to forge new law or agreements and should rely on existing law and policy for its foundation. The material memorials rely on does not usually focus clearly on the issue the memorial is about. Thus the need for new legislation and a memorial to seek that legislation or policy.
11. Invite several resource persons to listen, as a panel of judges, to each group's presentations. They should be prepared to question students.
12. Panel members should critique whether the memorials are reasonable and achievable.
13. Close by reminding students that "information is power."

EXTENSION ACTIVITIES:

- Have students identify another child rights issue addressed in the Convention on the Rights of the Child (e.g., right to education; freedom from military service; right to medical care; right to adequate food and clothing; right to be free from abuse; right to be free from slavery), and write memorials addressing policy changes that will enhance those protections.
- Using the lists of nations that produce and are affected by WMD (see attached handouts), ask students to write letters to embassies of the countries that either produce or are victims of WMDs. They should ask for copies of policies related to the production of WMD and the human and economic costs of their use.
- Ask students to research the current status of treaties limiting the production, sale and use of weapons of mass destruction. They should investigate what has been agreed to, what is actually being done to comply with treaties, and what is being done when countries do not comply with treaties. Ask all students to conduct research and then compare and contrast information they found from different resources.

LESSON 5-9

Political Cartoons and the United Nations

> *To write off the United Nations' achievements in keeping the peace because of its inability to be effective in Czechoslovakia or Vietnam, would be like writing off medical science because it has not yet found a cure for cancer. —George Bush*

LESSON IN BRIEF:

This lesson will introduce students to basic techniques used by editorial/political cartoonists to convey a political opinion. It will also introduce students to the basic goals of the United Nations. Students will apply their knowledge of the above by creating political cartoons of their own and analyzing professional political cartoons.

TIME: Two class periods

MATERIALS:

- Collection of editorial cartoons
- Handout 5-9a: Political Cartoons: Are They Funny?
- Handout 5-9b: Preamble to the Charter of the United Nations
- Access to the Internet, and/or newspapers and news magazines

LEARNING OUTCOMES:

- Became acquainted with the basic foundation of the United Nations.
- Learned about techniques used by editorial/political cartoonists.
- Applied their knowledge of the United Nations and political cartooning.
- Worked in small groups to analyze political concepts, and perspectives on those concepts.
- Worked in small groups explaining their own creative work and analyzing the creative expressions of other students.
- Practiced forming and expressing an opinion about current news events.

- Practiced recognizing and comprehending symbols and what they represent.
- Became familiar with social and political commentary as portrayed in editorial cartoons.
- Analyzed complex issues and succinctly expressed opinions about the issues.

NEW VOCABULARY:

- Caricature
- Satire
- Scourge
- Symbols
- Stereotyping
- Preamble

NOTES AND SUGGESTIONS:

Several weeks before using this lesson, the teacher should start clipping political cartoons from newspapers and magazines. You need not concentrate on one particular topic, but collect a variety of samples that illustrate the six cartooning techniques listed in Handout 5-9a: Political Cartoons: Are They Funny? This lesson will focus on the United Nations. The cartoon exercise, however, can be applied to any political/social topic.

LESSON SEQUENCE:

1. The teacher should either start collecting copies of published political/editorial cartoons a few weeks before starting this lesson, or ask students to do so. It is important to have a variety of cartoons for this activity, so you should make sure that not everyone is clipping the same cartoons from the same daily newspaper. News magazines are a good source. *Newsweek* magazine publishes a collection of political cartoons in each issue; the *New Yorker* magazine publishes a lot of cartoons, a few of which are political; and many newspapers publish a collection of political cartoons in their Sunday editions.
2. Write the questions below on the board. Randomly pass out political cartoons to pairs or small groups of students. Ask students, working in pairs or small groups, to answer the questions on the board while discussing the cartoons with one another. When they have finished with one cartoon, they should trade cartoons with another pair or group. Allow suffi-

cient time for each pair/group to review three to five cartoons.

- What is the event or issue that the cartoonist is telling you about?
- What is the cartoonist's opinion of the subject portrayed?
- Is the cartoonist being fair in presenting his/her view?
- Do you agree or disagree with the cartoonist's point of view? Why?
- Can you suggest another point of view about the issue?

3. Write these quotations on the board:

   "My job is to make people mad. They should be mad at me or mad at what's happening in the world. Either way, they're involved.... You can't change their opinions in a cartoon, but you can harness their political energies." —Ben Sargent, editorial cartoonist for the Austin American-Statesman

   "Political cartoonists violate every rule of ethical journalism – they misquote, trifle with the truth, make science fiction out of politics and sometimes should be held for personal libel. But when the smoke clears, the political cartoonist has been getting closer to the truth than the guys who write political opinions." —Jeff MacNally, cartoonist for the Richmond News Leader

   Discuss the two quotations with the students. Ask them how they would relate the quotations to cartoons they have just reviewed and discussed.

4. Hand out copies of Handout 5-9a: Political Cartoons: Are They Funny? Give students time to read the handout. Working in the same pairs/small groups, ask them to identify which techniques were used in the cartoons they have just reviewed and discussed. Follow up with a class discussion of their findings. Possible questions to ask:

   - Were real people portrayed in the cartoons? Could you identify them?
   - Were symbols used in the cartoons? What were they and what did they represent? Did they add meaning to the cartoons?
   - Give examples of how cartoonists used caricature, exaggeration, and stereotyping. Were there any cartoons in which you thought the cartoonist went too far in using these techniques?

- Were there examples of cartoonists using labels? If so were the labels easily understood?
- Were the cartoons funny? Were they thought provoking? Did they change your mind about an issue? Did they make you want to learn more about an issue?

5. As students probably realize by now, political cartoons often focus on political organizations and controversies that organizations are currently involved in. If this is not yet clear to students, explain the above. Tell students that an international organization that is often depicted in political cartoons is the United Nations. Brainstorm briefly what students know about the United Nations. Discuss current issues being addressed by the U.N. Explain that Franklin D. Roosevelt, who was the U.S. President when the organization was founded, devised the name "United Nations." Explain that the United Nations was founded shortly after the conclusion of World War II, and reflected the commitment on the part of 50 nations to prevent any such future wars. Explain that the United Nations Charter —similar to constitutions of individual nations—begins with a preamble and goes on to detail how the organization should function. Pass out copies of Handout 5-9b: Preamble to the Charter of the United Nations. Ask students to take turns reading portions of the Preamble aloud to the rest of the class. Discuss the general principles of the Preamble.
6. Have each student, using the Internet, newspapers, or news magazineslocate one article about a controversy that involves the United Nations. It is all right if more than one student uses the same article. (Most major newspapers publish at least one article about U.N. activity each day.)
7. Ask each student to create a political cartoon that:
   - Addresses a current controversy involving the United Nations
   - Reflects their understanding of the Preamble to the Charter of the United Nations
   - Employs one of the techniques explained in Handout 5-9a: Political Cartoons: Are They Funny?
8. Post all student cartoons on a bulletin board in the classroom. Each cartoon should be identified with the name of the student-cartoonist. Provide adequate time for all students to review all cartoons. Hold an election where students vote on*:

- The cartoon that best uses caricature
- The cartoon that best addresses an issue through the use of stereotyping
- The cartoon that uses symbols most creatively and informatively
- The cartoon that uses satire most informatively
- The cartoon that best uses labels to clearly communicate an opinion
- The cartoon that best uses the art of exaggeration to communicate an opinion

* Caution students not to simply vote on the cartoon that demonstrates the best artistic ability.

9. Have students meet in groups of four or five. Students should explain to members of their group the topic and perspective addressed in their cartoon. They should identify which technique/techniques they used to make their point.
10. Each student should be given a homework assignment to find a new cartoon that focuses on an issue that might be addressed by the United Nations – war, poverty, international conflict, international trade, ethnic conflict, human rights violations, global economic injustice, etc. Students should write an explanation of how the focus of the cartoon addresses an issue that might be considered a priority of the United Nations, what technique the cartoonist used to express his/her opinion, and what opinion the cartoonist was conveying.

EXTENSION ACTIVITIES:

- Ask students to critique one another's cartoons and make suggestions for improvements. Students should then incorporate suggestions into a revised cartoon.
- Ask each student to create three cartoons about the same topic, using three different techniques.
- Assign students different portions of the Preamble to use as subjects for cartoons.
- Ask students to draw cartoons, with and without captions, that are based on a current political controversy. Debrief the activity to determine which method was most effective and most difficult.
- Post cartoons created by students on a bulletin board and ask students from another class to vote on the best examples of each technique. (Provide judges with a written explanation of

each technique – this extension will introduce an additional class to the concepts covered in this lesson.)

LESSON 5-10

The United Nations Efforts to Protect the Rights of Workers

As to the great mass of working girls and women, how much independence is gained if the narrowness and lack of freedom of the home are exchanged for the narrowness and lack of freedom of the factory, sweatshop, department store, or office? —Emma Goldman (1911)

A society that gives to one class all the opportunities for leisure, and to another all the burdens of work, dooms both classes to spiritual sterility. —Lewis Mumford

LESSON IN BRIEF:

This lesson will engage students in complex problem-solving and research activities. They will become familiar with two branches of the United Nations–the International Court of Justice (ICJ) and the International Labour Organization (ILO). Using the format and authority of these organizations, they will develop strategies for addressing issues that threaten the rights of workers.

TIME: Four to five class periods and time for research

MATERIALS:

- Handout 5-10a: Workers' Rights and Security
- Handout 5-10b: International Court of Justice: The World Court
- Handout 5-10c: International Labour Organization
- Handout 5-10d: Banana Trade Wars
- Handout 5-10e: 1999 World Survey on the Role of Women in Development: Globalization, Gender, and Work
- Handout 5-7a: The Universal Declaration of Human Rights
- Handout 5-9b: Preamble to the Charter of the United Nations
- Access to the Internet or a library with historical and current information about international law and international workers' rights

LEARNING OUTCOMES:

- Employed research skills to examine complex issues from a variety of perspectives.
- Worked collaboratively with peers.
- Became familiar with the goals and functioning of two organizations that operate within the United Nations.
- Engaged in a complex problem-solving activity.
- Became familiar with language and concepts related to international labor.
- Identified the relationships between labor practices and the social and economic consequences (or results) that are the project of the practices.
- Analyzed international labor conflicts from a variety of perspectives.

NEW VOCABULARY:

- Unilateral
- Equity
- Justice
- Jurisdiction
- Advisory
- Judgement
- Multilateral
- Ad Hoc

NOTES AND SUGGESTIONS:

This lesson will work best with students who have fairly sophisticated and advanced critical thinking and research skills. It can be used as an extensive student project, which includes a considerable amount of time allowed for independent and group student research, or can be streamlined and used within two to three class periods without a great deal of independent research. Teachers should review the lesson in advance and decide how complex a project they want students to engage in and how much time they want to devote to the lesson.

The rules and procedures that govern the International Court of Justice/World Court and International Labour Organization are lengthy and legalistic. Handout 5-10b: International Court of Justice: The World Court provides a very brief and simplified summary that explains the jurisdiction of the Court and how it operates. Similarly, Handout 5-10c: International Labour Organization provides a simplified explanation of the mandate and operation of the ILO, a branch of the United Nations. If you or your students have sufficient time or interest to pursue the workings of the Court or ILO in greater detail, both organizations have excellent web sites, which provide detailed information.

This lesson includes two Handouts that provide information about different labor-related problems. One focuses on a very specific issue (banana trade wars); the second focuses on a broader global issue (gender issues in the global workforce). You may decide to have the entire class work with either one of the problems, allow student groups to select which issue they want to research and work with, or assign each of the problems to half of the student groups.

LESSON SEQUENCE:

1. Working with the entire class, brainstorm and record a list of rights that students think should be afforded to all workers. If students do not bring up the types of rights listed below, ask if students think they should be included on their list. Include these issues only if students agree that they should be placed on their list.
    - Equal pay for equal work
    - Guaranteed minimum wage
    - Physically safe working conditions
    - Prohibition against forced labor
    - Prohibition against child labor
    - Workplace free of harassment
    - Sanitary working conditions
    - Prohibition against physical punishment
    - Right to associate and organize
2. Ask students to create groups of four. Give each group a copy of Handout 5-10a: Workers' Rights and Security. In Column 1, students should copy the list of Workers' Rights developed by the class. (If you want to complete this step in the lesson more quickly, you may want to give a portion of the list to different groups of students.) The second column, titled "Personal Consequences," and the fourth column, "Global Consequences," are provided for students to record brief notations about what they think the personal and global consequences would be if workers were denied the rights listed

in Column 1. The third and fifth columns are each entitled "Security Rating," and should be used to rate the level of personal or global security that students believe hinge on the presence or absence of that particular human right. It should relate to the "consequences" that they listed. The 1-10 rating scale starts with (1) representing extreme insecurity and (10) representing comfortable security.

3. As an entire class, review student responses to the above activity.
4. Using the previous discussion as a springboard, discuss why students think people disagree about whether the rights they listed should be made available to all people everywhere, living in all cultures and all economic systems.
5. Tell students that there are two branches of the United Nations that have become involved in resolving allegations of violations of workers' rights. The International Labor Organization defines the scope of acceptable working conditions and the rights of workers. It investigates allegations of violations of their Charter. The World Court is empowered to resolve disputes between nations, including disputes related to workers' rights. The ILO works with nations to correct violations of employers and workers engaged in employment activity within their nations. The World Court addresses disputes between nations. Nations that are members of the U.N. and have ratified the Declaration of Human Rights and Charter of the ILO have a responsibility to enforce workers' rights standards within their nations. Ask students to reconvene their groups of four students. Half of the groups should receive copies of Handout 5-10b: International Court of Justice: The World Court. The rest of the groups should be given copies of Handout 5-10c: International Labour Organization. Students should work together to read and review the content of their handouts. (If time allows, it would be helpful if students could conduct research to glean more information about the branches of the U.N. they are reading about.)
6. Create new student groups. Each group should be comprised of two students who have read Handout 5-10b: International Court of Justice: The World Court and two students who have read Handout 5-10c: International Labour Organization. Students should be instructed to share with one another the information they have read, discussed, and researched. Allow students sufficient time to insure that they have thoroughly completed the task.

7. Explain to students that they are going to be researching complex issues that some people think demonstrate unfair labor practices. Explain that they will be given some information that communicates one perspective on a problem. One problem—banana trade wars—focuses on a specific issue that involves a limited number of people in one part of the world. The other problem—women in the workforce—involves individuals, societies, nations, and global economies throughout the world. (See Notes and Suggestions at the beginning of this lesson to decide how you want to proceed with the next step in this activity.)
8. Continuing to work in groups of four students, students should read either Handout 5-10d: Banana Trade Wars or Handout 5-10e: 1999 World Survey on the Role of Women in Development: Globalization, Gender, and Work. Students should be asked to conduct additional research about the topic presented in the handout they read. Their research should include locating additional information about the issue presented, both from the "victim's" perspective, and from the opposing, or different, perspectives on the issue. (Teachers should decide how much time students will be expected to devote to this research and define the level of sophistication expected of their research accordingly.)
9. Once research is completed, students–still working in small groups–should determine whether the issue (problem) should be presented to the International Court of Justice, the International Labour Organization, or both. They will need to determine whom to name as parties to the conflict and what remedy they are seeking. Caution students to be realistic. Students should be prepared to explain why they chose the mechanism of resolution they did and how much success they think they could expect from the branch of the United Nations they chose to appeal to. (Depending on their research, different student groups will likely name different parties and different strategies. There are no right or wrong paths to pursue. Students should be evaluated based on the quality of their research and their ability to build a rational case.)
10. Each small group should be given 10-15 minutes to present their research and proposal to the U.N. to the entire class. The entire class should then have an opportunity to question and critique the small group presentations.
11. Debrief the lesson by asking students to:

- Identify new issues they became familiar with, or new facts about issues they had some knowledge of.
- Assess the political viability of the United Nations.
- Discuss how participation in this activity influenced their attitudes about workers' rights, personal and/or global security, and the structure or activities of the United Nations.

EXTENSION ACTIVITIES:

- Using the information gleaned and strategies developed in the lesson above, work with students to develop mock International Court of Justice or International Labour Organization hearings.
- Ask students to work independently and write position papers about the two issues introduced in this lesson. Students should sign up for different perspectives to represent in their position papers. Papers should then be read to the class and the content should be debated.
- Using material introduced in Lesson 5-9: Political Cartoons and the United Nations, ask students to create political cartoons illustrating issues introduced in this lesson.
- Ask students to identify and research new issues that might be referred to the ICJ or ILO and develop a strategy for introducing the issue to one of the arms of the United Nations.
- Ask students to create a newspaper (using their computer layout skills) comprised of articles, editorials, political advertisements, and cartoons addressing the issues discussed in this lesson.
- Ask students to write letters to the editors of local and national newspapers and news magazines, commenting on what they have learned and what action they would like to see taken to enhance personal or global security.
- The United Nations Conference on Population and Development addresses one of the most important problems facing the world today, according to U.N. leaders. Ask students to research the purposes and outcomes of the Conference, and then write a position paper relating what they learned to two or three of the issues identified in Handout 5-10e: 1999 World Survey on the Role of Women in Development: Globalization, Gender, and Work.

LESSON 5-11

Child Soldiers

> *The children are always the chief victims of social chaos.*
> *—Agnes Meyer (Out of These Roots, 1953)*

LESSON IN BRIEF:

This lesson will introduce students to problems faced by child soldiers, their families, their communities, and their nations, and to the organizations that strive to help them.

TIME: One to two class periods

MATERIALS:

- Handout 5-11a: Child Soldiers

LEARNING OUTCOMES:

- Considered the scope and consequences of a social problem that threatens the safety, welfare, and security of children throughout the world.
- Applied problem-solving skills to a very serious problem.
- Developed a strategy to share information with a broader community than their class or student body.
- Arranged logistics for a public information campaign.
- Developed written and spoken materials for a variety of purposes and audiences.

NEW VOCABULARY:

- Atrocities
- Invincible
- Oppressive
- Desensitized
- Cannon fodder
- Non-governmental organization (NGO)
- Non-industrialized, industrializing, industrialized nations
- Undeveloped, developing and developed nations
- First, Second, Third, and Fourth World nations

NOTES AND SUGGESTIONS:

Wait until students are ready to read Handout 5-11a: Child Soldiers before telling them what the exact topic of this lesson is.

This lesson is likely to cause anger and frustration on the part of students. Allow sufficient time to discuss feelings if necessary. The terms First and Third Worlds are introduced in this lesson. Take the time to make sure students understand the origins of these terms, as well as their relationship to current terms such as developing and developed nations, or non-industrialized, industrializing, and industrialized nations. See the Glossary for more detail.

LESSON SEQUENCE:

1. Working with the entire class, brainstorm a list of factors that are most important in creating security for children. Once students have exhausted suggestions, the class should synthesize them into a list of ten broad categories. Follow the same procedure to create a list of factors that threaten the security of children. Save the lists for later in this lesson.
2. Distribute copies of Handout 5-11a: Child Soldiers. Give students time to read it and then ask them to discuss the reading with one other student. Ask them to tell each other what they found most shocking, and also most hopeful.
3. Working with the entire class again, brainstorm a list of factors that contribute to the security of child soldiers. Also create a list of factors that threaten the security of child soldiers.
4. Facilitate a class discussion to compare and contrast the four lists. Ask students what they think could be done to halt the use of children as soldiers. Ask students to prioritize which threats to security, distinguishing between the First and Third Worlds, they think are in the most urgent need of change. Brainstorm what can be done to facilitate that type of change.
5. As they read in the handout, publicizing the plight of child soldiers has been the most successful strategy used to diminish the practice. Tell students that they are going to develop a strategy to locally publicize the plight of child soldiers. Ask for suggestions on how to accomplish the task. If students have difficulty getting started, suggest writing letters to the editors of the school or local newspapers; calling a press conference; meeting with local community leaders to ask for help in orchestrating a press conference; circulating petitions to send to elected leaders in countries that use child soldiers; seeking interviews with local television or newspaper reporters, etc. If students have thought up other strategies to

counter the problem, brainstorm how they can implement them. Create a class plan that everyone can participate in.

6. Tell students that some tentative, but hopeful, news about child soldiers was released in January 2000:

After six years of efforts, an accord aimed at ending the use of child soldiers worldwide was reached. U.N. officials agreed to a compromise on their earlier position, which would have prohibited anyone under the age of 15 from serving in the military—voluntarily or by force.

The compromise would raise the permissible age for voluntary military service from 15 to 16. That is, it would allow governments to maintain voluntary recruitment of children ages 16 and older. The United States, which is the only industrial nation in the world that has not signed the Charter on the Rights of the Child, which contains the original protection of children under 15, opposed the higher limit. The United States allows voluntary enlistment at 17. Britain starts at 16.

The agreement on an "optional protocol" allows the 191 countries that have signed the U.N convention the choice of committing themselves to it. Although it has not ratified the original treaty, the U.S. will be allowed to join.

The accord will be subject to approval from U.N bodies and then be put up for signature by governments.

The agreement would prohibit forced recruitment of those younger than 18, whether by regular armies or by rebel forces. The proposal also places a limit of 18 for voluntary recruitments by rebels.

It remains to be seen what the effect of the agreement will be. Currently 181 nations have signed the Convention prohibiting the use of child soldiers under 15. Yet, hundreds of thousands of children have been taking part in conflicts in Sudan, Colombia, Angola, Sri Lanka, Afghanistan, and elsewhere.

On a hopeful note, the week that the agreement was reached, fighters in Sierra Leone released more than 400 child soldiers, ages 7 to 18.

7. Ask students what they think of the proposed compromise. What do they think of the U.S's position? Ask whether this news makes them want to reconsider or modify their plans.

Explain that the importance of publicizing the situation faced by child soldiers has not diminished. The agreement has not been ratified and it will take years for it to become binding on any nations. Remind them, too, that previous bans on child soldiers have not been universally successful, and the number of child soldiers continues to rise. Instruct students to continue their planning. They may incorporate information about the January 2000 compromise.

8. After students have implemented their plan, debrief how they felt about their activity, what type of feedback they received, and whether they think their efforts would have a tangible effect on solving the problem of child soldiers.

EXTENSION ACTIVITIES:

- Working with the list that they developed of threats to the security of First World children, students should research details to support the issues they identified. With facts in hand, students should prepare and implement a similar publicity campaign to make the public more aware of the situation.
- Ask students to reflect on how they think it would feel to be a child soldier, and if they were in that position how they think they could realistically escape it.
- Ask students to monitor any progress that is made, or problems that occur, concerning the January 2000 compromise plan.

LESSON 5-12

Land Mines—After the War!

No man is justified in doing evil on the grounds of expediency.
—Theodore Roosevelt

LESSON IN BRIEF:

In this lesson, students will have the opportunity to explore the brutal realities of human suffering, complicated relationships between nations, and controversies surrounding the international efforts to curb the use of land mines. They will begin with an exercise that is intended to create empathy with land mine victims and then move on to an analysis of efforts to address the proliferation of these weapons.

TIME: Two to three class periods and additional time for research

MATERIALS:

- Handout 5-12a: Watch Out!
- Handout 5-12b: What Is a Land Mine? How Is It Used?
- Handout 5-12c: Floods Displace Mines: Unintended Consequences
- Handout 5-12d: Which Nations Are Involved with Land Mines?
- Handout 5-12e: Land Mines: Hidden Killers

LEARNING OUTCOMES:

- Investigated the variety and scope of problems related to the use of land mines, and their impact on civilian populations.
- Became engaged in an international problem-solving exercise involving human rights.
- Practiced negotiation and collaborative problem-solving skills.
- Became acquainted with the different dynamics of national and international conflict.

NEW VOCABULARY:

- Sovereign

- Moratorium

NOTES AND SUGGESTIONS:

Caution students to try to avoid framing these issues as "good guy-bad guy" situations. Students should be coaxed to consider the history of the problem and the factors that influence the actors involved in the proliferation, consequences, and removal of land mines.

LESSON SEQUENCE:

1. Give each student two copies of Handout 5-12a: Watch Out! Ask students to select one partner to do this activity with. Ask each student to put an X on ten of the intersections between numbers and letters on one of their copies of Handout 5-12a: Watch Out! They MUST NOT show the marked handout to their partner. They will do this activity twice, reversing roles after they have completed it the first time.
2. Explain that the activity is based on chance and strategy. Ask students to imagine that they live in a war-torn community. They are solely responsible for working to provide food for their entire family. To go to and from their work, they must walk through a field filled with land mines. The grid on Handout 5-12a: Watch Out! represents the field that must be crossed to get to work and back each day. Each X marked by their partner represents a land mine. Remind the students that they will not know where the mines are placed.
3. One student must try to safely navigate from his/her home at the east edge of the grid through the field to get to work at the west edge of the field. He or she cannot walk around the field. Steep mountains surround it on the north and a swift river on the south. The student cannot jump over intersections and must move from one intersection to the next closest intersection in any direction. As the student crosses each intersection of a number and a letter, the student tells his/her partner where he or she is and draws a line to record movement from one intersection to another. The object is to cross the field without hitting a land mine. The first students will tell the second student if and when he or she steps on a land mine. Assuming any student stepping on a mine is only injured, direct all students to continue walking to their work site. If the student steps on a second land mine, they will become unable to complete their journey home.

4. Once completed, ask students to reverse roles and repeat the activity.
5. Survey the class to see how many students arrived at work safely without injury. Discuss how students felt during the activity—could they or did they use a strategy to cross the field, or did they simply walk through the grid?
6. Discuss with students how they felt while doing this activity. How do they think someone their age would feel if they were really in this situation? Would they risk their safety to feed their families? How do they think people in countries with land mines assess their risks and responsibilities?
7. Explain to students that their class is going to work on an international problem-solving activity. They will learn how the international community attempts to prevent and resolve civilian injuries and death during military hostilities, and they will learn more about land mines.
8. Distribute Student Handout 5-12b: What is A Land Mine? How Is It Used? to groups of three students. Each student should read one section and explain the content to his/her partners. (If time allows, ask students to conduct independent research to supplement the information in this handout).
9. Explain to students that land mines are not only used during aggressions between nations. They are also used during strife within a nation. Once the conflict is resolved, both those who placed the mines and the intended victims are all at risk of injury from the mines. Further, the long-term threat of injury from land mines is often complicated by unintended consequences. Ask all students to read Handout 5-12c: Floods Displace Mines: Unintended Consequences.
10. Distribute Handout 5-12c: Land Mines: Hidden Killers. Assign each group of students a country to represent, using the list of countries that manufacture land mines. Encourage one group to select Mozambique to study.
11. Ask each group to create a proposal to address issues related to landmines on an international level. Ask students to base their proposals on reading and research that they have completed about their country, their own opinions, and their problem-solving skills.
12. Once each group has developed a proposal, a delegation from each group should visit the other groups to discuss proposals. Delegates should attempt to negotiate and reach a consensus. As any two groups reach even a partial agree-

ment, they should approach an additional group to include in their discussion.

13. Facilitate a full-class discussion. Question students about what they have learned about land mines. How serious do they think the problem is? Did they come up with creative solutions to some of the problems related to land mines? Do they think the international community would endorse their proposals?

EXTENSION ACTIVITIES:

- Using the data from Handout 5-12e: Land Mines: Hidden Killers, and Handout 5-12b: What Is a Landmine? How Is It Used?, and additional data gleaned from independent research, ask students to calculate the monetary cost of landmines distributed in the countries noted. Then ask them to develop a "human security" budget that would be possible to deliver with the same amount of money.
- Ask students to repeat the activity with the grid, first using fewer land mine locations, and then using more locations. Talk about how the increase or decrease in the number of land mines influenced their feelings of security, safety, or threat. Ask them to write a story or essay about how they felt.
- Ask students to conduct research to investigate de-mining activities in countries listed above. Students should select different countries to investigate and then compare and contrast de-mining efforts. Why is there more progress in some countries than in others?
- Another phenomenon posing a widespread security threat to people around the world is the global gun (or weapons) trade. Ask students to compare this with the threat caused by landmines. They should locate and analyze data from both humanitarian and statistical perspectives. Students can then report to the class.

LESSON 5-13

Natural Resources and Security

There is enough for all. The earth is a generous mother; she will provide in plentiful abundance food for all her children if they will but cultivate her soil in justice and in peace. —*Bourke Cockran*

LESSON IN BRIEF:

Through this lesson students will identify natural resources that contribute to the security of a nation. They will conduct research to identify the presence or absence of natural resources in a variety of nations, and will assess how this presence or absence of resources affects their economic and humanitarian security.

TIME: One to two class periods and time for independent research

MATERIALS:

- Access to current publications that contain information about global economic indicators
- Access to the Internet

LEARNING OUTCOMES:

- Conducted independent research and analyzed data.
- Increased their knowledge of the types and varieties of natural resources that are necessary to support the populations of different nations.
- Developed a system for recording, illustrating, and analyzing data.
- Participated in large and small group learning experiences.

NOTES AND SUGGESTIONS:

Depending on the amount of time you want students to devote to this lesson, you can decide what the scope of the research assignment should be. Students could do comprehensive research if a single student, or students working in pairs, completed one chart. Or, students can work in larger groups and share the tasks. Another variation that would take less effort and time would be to assign different students different nations or natural resources to research and then put the information together to create a class chart.

LESSON SEQUENCE:

1. Working with the entire class, brainstorm a list of natural resources that would contribute to a nation's economic security. Make sure that students focus only on raw materials, i.e., specific minerals, specific foodstuffs that grow well in their climate or soil, fresh water, lumber, grazing land for a specific type of animal, etc. Do not offer suggestions unless they are unable to get started, or if they completely leave out an important category of natural resources.
2. Once you have established a lengthy and diverse list, ask students to create a list of the ten natural resources that together would provide for the well-being of a nation's population. These are natural resources that will optimize economic success and create long term security for the population of a nation.
3. Once a list is created, analyze whether students have selected natural resources that will fill domestic needs or that would instead be used for export to foreign markets. Does their list generally fall into one category or the other? Is there a balance? Should there be one? Why? Why not?
4. Create a list of ten nations that reflect international diversity: big, small, located on different continents, old, newly constituted, etc. Give students the list of nations and ask them to work in pairs or small groups to research the presence or absence of the ten natural resources in each nation. They should find out what quantities of the natural resources exist and what the population of the nation is, and if there are enough natural resources to support the population.
5. Ask students to construct a comparative chart of the nations and resources. They should then evaluate the economic and social importance of the resources, noting how the presence or absence of these resources affects the security of the nation and its people. For example, diamond mines in South Africa are very profitable, but mining is very dangerous. Most of the diamonds are exported, and only a few individuals profit from the natural resource. On the other hand, corn, wheat, or rice grown in sufficient quantities to feed the population of the nation would serve many more people and provide a basic need.

6. Debrief student findings by exploring answers to some of these questions:
    - How important is it for a nation to have diverse resources?
    - Which are more valuable: resources that will be used by large numbers of people within the country, or resources that can be exported whose proceeds are used in trade?
    - What resources are most valuable: foods, minerals, water, natural gas, lumber, or wildlife?
    - If students could change some items on the list of ten natural resources as a result of their research, what would constitute a better list of resources? Why?
7. Ask students to rate the relative security of each nation based on their research. Discuss their feelings. What surprised them the most?

EXTENSION ACTIVITIES:

- Repeat the same lesson, but choose to research only nations located on the same continent.

LESSON 5-14

Multilateral Negotiation

People have got to understand that the commandment, "Do unto others as you would that they should do unto you" applies to animals, plants and things, as well as to people! And that if it is regarded as applying only to people . . . then the animals, plants and things will, in one way or another, do as badly by man as man has done by them . . . . —Aldous Huxley

LESSON IN BRIEF:

This lesson will introduce students to negotiation skills and provide them with the opportunity to participate in a multilateral negotiation. Students will work with an actual environmental situation that has threatened the safety, health, and security of real people. They will become familiar with the dynamics of a global environmental problem.

TIME: Two to three class periods

MATERIALS:

- Tables and chairs set up so that students representing Alliance A and Alliance B are facing each other
- Teacher Background Material: Keys to Effective Negotiation
- Handout 5-14a: Multilateral Negotiation: The Problem of Desertification
- Handout 5-14b: Negotiation Settlement Process
- Handout 5-14c: Planning Your Negotiation Strategy and Offer

LEARNING OUTCOMES:

- Became familiar with the dynamics of an ecological problem called "desertification" that threatens the survival and welfare of peoples throughout the world.
- Identified and evaluated alternative strategies for responding to limits placed on human systems by the physical environment.
- Analyzed how humans perceive and react to natural hazards.
- Evaluated a contemporary issue using geography knowledge, skills, and perspectives.

- Compared and contrasted how different viewpoints influence the development of policies designed to use and manage the Earth's resources.
- Been introduced to the dynamics of, and techniques used in, the negotiation process.
- Practiced negotiation skills.
- Worked on solving a complex problem.
- Participated in small and large group activities and practiced cooperative learning strategies.

NEW VOCABULARY:

- Desertification
- Deforestation
- Vested interest
- Overgrazing
- Erosion
- Arid and semi-arid land
- Arable
- Multilateral
- Topsoil
- Soil Degradation
- Cash Crops

NOTES AND SUGGESTIONS:

If possible, teachers should consider coordinating the presentation of this lesson with student learning about environmental issues that threaten ecosystems.

LESSON SEQUENCE:

1. Write the Aldous Huxley quote from above on the board. Ask students what they think Huxley is trying to communicate. Ask them to keep the quote in mind as they embark upon their negotiations. Explain to students that they are going to participate in a multilateral negotiation. They will be playing the roles of disputing parties who are voluntarily taking responsibility to work out a satisfactory agreement among themselves. Each group has a different vested interest in how specific parcels of land will be used in the future.
2. Assign even numbers of students to one of five negotiation teams. Use name tags marked cattle herders, government officials, peanut farmers, dislocated farmers, and environmentalists.
3. As a class, ask students to generate a list of tools/processes/strategies that nations can use to work through and resolve

their conflicts with each other. Make a list. Explain that the United Nations provides services to help nations work out their problems without violence. These services include negotiation, mediation, and the World Court.

4. Ask students what they think delegates do in negotiating a conflict. Record responses where students can see. Pass out Teacher Background Material: Keys to Effective Negotiation. Ask students to take turns reading the handout aloud. Explain to the students that they will be participating in an environmental negotiation.
5. Pass out Handout 5-14a: Multilateral Negotiation: The Problem of Desertification.
6. Preparing a Negotiation Strategy

   Explain that Alliance A, which consists of the cattle herders, government officials, and peanut farmers, will meet separately from Alliance B, which consists of the dislocated farmers and environmentalists, for about 15 minutes while each prepares a strategy.

   Students should clarify their own position and interests. They should attempt to identify the interests of the other group by seeing the problem from their perspective. What is most important to them? They should complete the question chart in Handout 5-14a: Multilateral Negotiation: The Problem of Desertification, as they go along. Handout 5-14: Negotiation Settlement Process provides an optional or additional framework for identifying the positions, needs, and solutions of each alliance.

   Students should formulate questions that will enable them to draw out additional information from the other groups. What questions will give you a "clearer" picture of the other group's interests/needs?

   Students should consider "bottom lines" and areas of "wiggle room" that they would find acceptable. They should also determine what they absolutely would not accept. They should consider what alternative solutions might be acceptable and under what conditions. They should try to formulate offers that involve yes or no answers, and responses.
7. Actual Negotiations. Give all students Handout 5-14c: Planning Your Negotiation Strategy and Offer. Instruct students to record responses to the points on newsprint.

8. Ask students to bring their negotiation strategies to the table. Assign students in each alliance different roles: 1) Someone to make an introduction, 2) Someone to state their position, 3) Someone to state the "bottom lines," 4) Someone to take notes, 5) Someone to offer solutions, etc.
9. Set a 15-minute time limit on the negotiation.
10. Debrief the Negotiation

Strategy Sessions:

- Did a leader or leaders emerge in your negotiation? If so, how soon? If there was not a visible leader, how did the team organize itself to create a strategy?
- Did your team identify a "bottom line" for agreements that was acceptable to everyone?
- Did your team identify information they needed from the other group?
- Was it relatively easy for your group to come up with a strategy?
- What made the strategizing difficult?

Negotiation Session:

- Were teams willing to disclose information that made their positions and interests clearer?
- Was the climate of the negotiation friendly, hostile, or ambivalent?
- What common concerns were expressed by both delegations?
- Who made the first alternative suggestion for an agreement? What was it? What was the other delegation's response?
- Who talked? Males? Females? Was there one spokesperson or did all members of the delegations speak? How would you improve the process if you were to do it again?

EXTENSION ACTIVITIES:

- Ask students to research the current status of hunger, cattle grazing, and desertification in the Sahel, the band of land south of the Sahara desert running across Africa from Senegal to Ethiopia. They should determine whether people living in this area have a more secure source of food and enjoy better health than they did five years ago. They should determine what contributed to the increase or decrease in the ability of the people to meet basic needs.

LESSON 5-15

Free Trade/Fair Trade: WTO Winners and Losers

Foreign Aid: taxing poor people in rich countries for the benefit of rich people in poor countries. —Bernard Rosenberg

LESSON IN BRIEF:

This lesson will acquaint students with: the history of the World Trade Organization; an overview of how the organization operates; current controversies over the activities of the organization; and how the activity of the organization affects the economic security of a wide variety of people and organizations throughout the world.

TIME: Five to six class periods

MATERIALS:

- Access to the Internet
- Access to a library with hard copy or microfiche copies of news periodicals
- Access to a copying machine
- Handout 5-15a: Battle in Seattle
- Handout 5-15b: The World Bank and International Monetary Fund
- Handout 5-15c: Free Trade/Fair Trade: WTO Winners and Losers
- Handout 5-15d: WTO Winners and Losers Grid

LEARNING OUTCOMES:

- Acquainted themselves practically and conceptually with a global organization that influences economic security at all levels throughout the world.
- Used a variety of sources to gather data, and analyzed the data from a variety of perspectives.
- Synthesized information gathered from a variety of sources.
- Engaged in problem solving relating to a very complex and multi-faceted issue.
- Engaged in a perspective taking and empathy building activity.

- Practiced both explaining complex information to classmates and processing complex information that is being explained to them.
- Developed a basic understanding of global economics.

NEW VOCABULARY:

- Trade union
- Dictator
- Austerity plan
- Broker
- Surplus rural labor
- Monarch
- Genetic engineering
- World Bank
- Economic security
- Transnational corporation
- CEO (Chief Executive Officer)
- Floors and ceilings for rights
- Gross Domestic Product (GDP)
- World Trade Organization (WTO)
- International Monetary Fund (IMF)
- Developing and developed nations
- Non-industrialized, industrializing, industrialized nations
- First, Second, Third, and Fourth World nations

NOTES AND SUGGESTIONS:

The World Trade Organization's meeting in Seattle, Washington in December of 1999 was widely covered by the media. Much of the media focused on the massive protest of the meeting. Caution students to investigate the reasons why people were protesting and not to narrow their interests to the theatrics of the protests. Remind students, also, to gather information from sources other than coverage of the December 1999 meeting.

As in Lesson 5-11: Child Soldiers, this lesson requires students to understand the terms First, Second, and Third World nations, and their relationship to current terms such as developing and developed nations, and non-industrialized, industrializing, and industrialized nations. See the Glossary for more detail.

LESSON SEQUENCE:

1. Explain to students that they will be studying a controversial organization that some believe has the power to influence the economic security of everyone in the world. Discuss the meaning of "economic security" and how it means very different things to different people. Discuss the relationship between economic security and other types of security that students have identified in earlier lessons.
2. Working with the entire class, create an agreed upon working definition of "economic security."
3. Students will start this activity by familiarizing themselves with the history, format, goals, and activities of the WTO. Handout 5-15a: Battle in Seattle, has summaries of several reports on the 1999 "Battle in Seattle" that highlight different perspectives and raise issues that will help set the stage for student research. Distribute copies of Handout 5-15b: The World Bank and International Monetary Fund, and explain that it is intended to provide some baseline information from which to start their research. Have students work in small groups to develop reports that focus on a single aspect of the organization:
   - The birth of the organization
   - The early history of the organization
   - Recent activity of the organization
   - The December 1999 meeting in Seattle
   - The 2000 meeting
   - Who, or what, organizations constitute the membership of the organization, and how can membership be attained?
   - How are rules enacted for the organization? What are the basic rules that the organization operates under?
   - What are the goals of the organization?
   - Who controls the organization? How are decisions made?

   Each group should use at lease four different resources and strive to locate resources that offer different perspectives.
4. In sequential order, similar to the list above, each small group should present their report to the entire class. It would be helpful if each group gave a one-page handout to each member of the class. The handout could be an original report or copies of the most useful resource that they used in creating their reports. After the presentation of each report, time

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should be allowed for questions and answers. It is important that students achieve a basic understanding of each of the components in order to proceed to the next steps in this activity. It is recommended that the teacher, formally or informally, test student mastery of the material as information is presented.

5. Review and tie together the various student presentations. Debrief the material with the class. Then explain that many people believe that the World Trade Organization, as it currently exists, creates economic "winners" and "losers." The next step in this activity is for each student to conduct research and form their own opinions about how the WTO impacts specific groups of people and organizations.
6. Distribute Handout 5-15c: Free Trade/Fair Trade: WTO Winners and Losers, or post it in the classroom, and ask each student to select one profiled person or group to investigate. Choices need not be limited to those on the list. Monitor student selections to insure that students select assignments they have the ability to handle. Some selections are more challenging than others. Students should use the information already presented about the WTO, along with additional research, to determine if their profile is of someone, or of an organization, that has the potential to be made a winner or loser by the WTO. At the conclusion of their research they should be able to articulate what was won or lost by their powerful person or group. Allow students sufficient time to complete research about the person/organization they are profiling. Designations are a matter of opinion. Students should be prepared to defend their opinion. (Newspaper editorials and letters to the editor would be good sources for gathering information for this part of the project.)
7. Create a Winners and Losers list that can be posted in the classroom where everyone can see it.
8. Give each student a copy of Handout 5-15d: WTO Winners and Losers Grid. (If some students elect to research profiles not on the worksheet, fill in a description of their person/group in one of the blank boxes before you reproduce the worksheet.) Instruct students to move around the room talking to people who have researched different "winners" and "losers." Each student will be responsible for explaining to ten other students why the subject of their profile is an economic security "winner" or "loser." After the student has explained his/her position to another student he or she will

initial the square that describes the profile. Thus, each student will explain his/her profile ten times, and each student will hear about ten profiles other than his/her own. The teacher should circulate throughout the room encouraging students to stay focused while explaining their profiles and for them to continue moving from student to student.

9. Students should then form new small groups including at least one "winner" profile and one "loser" profile in each group. Students should discuss what events could lead to "winners" becoming "losers" or visa versa.
10. Lead a class discussion that debriefs the small group discussions and then moves on to a brainstorm of ways that economic security "winning" and "losing" might be better equalized.
11. Conclude the activity by revisiting the definition of economic security that the class drafted at the beginning of this activity. Ask if what they have learned makes them want to revise the definition. If so, work together as a class to craft a new definition. Compare the new and old definitions and debrief what led to the changes.

EXTENSION ACTIVITIES:

- Ask students to draw a cartoon, or write a letter to the editor, that reflects the perspective of the person or group they studied. Display cartoons, or letters, on a bulletin board.
- Ask students to collect a list of new words that they learn while doing research. Compile a class list of words and definitions and print a "WTO," or "economic security" dictionary.
- Invite members of some of the groups represented in the worksheets to come to class for a panel discussion. Have students submit a list of questions to them in advance.
- Using pictures gathered for Lesson 3-1: Picture Security and Insecurity, have students discuss, in small groups, how they think the WTO will affect the economic security of people in the pictures.
- Ask students to monitor the news media throughout the semester and report back to the class if they hear about developments that might alter the status of "winners" or "losers." They should also report developments that demonstrate the success or problems faced by the WTO.

LESSON 5-16

International Summit on Debt Relief

The policy of a state lies in geography. —Napoleon Bonaparte

LESSON IN BRIEF:

This lesson will put students in the challenging position of analyzing economic, political, and ethical issues surrounding the financial crises currently faced by Third World Countries. Students will analyze data and a variety of perspectives on the issues and then debate and defend their own positions on how to address issues relate to international poverty and debt relief.

TIME: Three to four class periods and time for research

MATERIALS:

- Handout 5-16a: The Debt Crisis
- Handout 5-16b: Debt, Development, and Security
- Handout 5-16c: Defining Development
- Handout 5-16d: Debt Crisis: Diverse Views Favoring Debt Relief
- Dictionaries
- News clippings about international poverty, debt, budgets, economic conflict, and international debt relief efforts
- Internet access very helpful

LEARNING OUTCOMES:

- Expanded their understanding of basic economic development.
- Investigated the economic and human development crises being faced by Third World nations.
- Investigated geographic and environmental data as it relates to economic and humanitarian problems.
- Participated in small and large group cooperative learning.
- Synthesized information from a variety of sources to demonstrate their understanding of a complex subject.
- Gained an understanding of how economic events influence historic events.

- Assessed the credibility of data obtained from a variety of sources.
- Became acquainted with the physical and human characteristics of places, and used this knowledge to define patterns of change.
- Gained a better understanding of how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
- Practiced group consensus building.

NEW VOCABULARY:

- Consumption
- Per capita
- Impoverished
- Multilateral
- Reconstruction
- Development
- Foreign aid
- Developing nations
- Economic stability
- Infrastructure
- Devaluing
- Bilateral
- Economic growth
- Sustainable development
- Traditional development
- First, Second, Third Worlds
- North and South (as economic/development groups)

NOTES AND SUGGESTIONS:

Information contained in the attached handouts is general and brief. Students will probably not be familiar with all of the economic terms, functions of the international organizations mentioned, and location and ecological properties of some of the nations mentioned. This lesson is intended to provide a foundation for conducting more research and generating interest in an issue that affects and is affected by all global populations.

There are several activities in this lesson in which students will be asked to read background material, and then use the information to contribute to small group learning experiences or full class processes. Not all students will be given the exact same material. Some of the material is more complex or challenging than others. While none of the reading assignments are very long, they are not all the same length. The variable length and sophistication of the readings will give you the opportunity to assign materials to students based on their abilities.

This lesson provides many perspectives in favor of debt relief, and students will probably be quick to agree with them. Therefore, you should take care to make sure that students understand the complexity of achieving debt relief. A visit to the World Trade Organization website might help to flesh out another point of view.

Senator Timothy Wirth, president of the United Nations Foundation, told ESR in June, 2000, that current debt relief efforts can be reviewed at the US Treasury website, "which is updated as the Congressional effort on the foreign assistance budget proceeds." He then made this observation about the challenge of relieving debt:

"It is important to realize that implementing this initiative will, indeed, relieve a number of poor countries of their debt as they adopt certain economic policies. These debts, however, must be repaid-in effect, by the government shareholders of the World Bank, the IMF, and the regional development banks—to keep these vital institutions operating—and those appropriations are being debated this month. Such factors illustrate the complex challenges policymakers face in pursuing global objectives."

LESSON SEQUENCE:

1. Start this lesson by providing students with a general overview of what debt relief is. Essentially, many developing countries that are very poor (Heavily Indebted Poor Countries) have incurred large debt by borrowing money from international lending organizations. The loans are intended to help these countries become more economically secure and independent. The intended result is greater social, political, and economic security for their populations. Because all of these countries are operating under conditions of overwhelming hardship, often relating to their recent independence from colonizers, they are having difficulty repaying debts. In each of the cases mentioned in the handouts for this lesson, countries have been forced to limit or postpone human development (health care, education, sanitation, etc.) in order to use their limited capital to repay debts. Not unlike individuals or families that your students will know, debt burden can make it impossible to get ahead. Some humanitarian and political groups, national security experts, and economists are calling

for the re-negotiation of the loans or complete debt forgiveness. These groups represent diverse perspectives and call for different types of solutions.

This lesson will take several days to complete. Ask students to bring in news articles about international poverty and debt, economic conflict, budget negotiations, etc. as you continue involvement with this lesson.

2. Distribute Handout 5-16a: The Debt Crisis and Handout 5-16b: Debt, Development, and Security for students to review overnight as background for the lesson.
3. Distribute copies of Handout 5-16c: Defining Development. Divide the information in the handout into five sections (Your knowledge of your students' abilities and levels of sophistication should guide you in grouping the information appropriately.) Ask one student in each group to study one of the sections. Each student should take responsibility for explaining his/her section (and new vocabulary) to the rest of the group. Give them sufficient time to use dictionaries or other resources as necessary, or to ask you for help. Once students feel ready to teach members of their group about their section, allow sufficient time for the group learning experience. (Probably about 3-5 minutes per student). Students should be encouraged also to read the entire handout on their own.
4. Working with the entire class, review the material on Handout 5-16c: Defining Development.
5. Handout 5-16d: Debt Crisis: Diverse Views Favoring Debt Relief contains seven different summaries of organizational or personal perspectives on debt relief. Some are more specific than others. Divide students into seven groups and assign one reading (A-G) to each group. Each group should conduct additional research about the organizations that provided information for their reading, or about the data or perspectives contained in it. The Internet is a good source of current information. Most of the readings contain information about a specific nation, or nations. Ask students to research the current economic and human development status of those nations. Students should be seeking additional information that supports or refutes the information or perspectives contained in the reading. They will be preparing for a summit on debt relief where they will each present proposals for solving the Third World debt problem. Students should be given several days (or sufficient time) to adequately conduct research, in order to complete this part of the activity.

6. As students are preparing the proposals and developing their position presentations, find natural breaks at regular intervals to discuss news articles that students have brought in. Discussions should center on how the current situations interface with international debt, the readings they are working with, and the proposals they are preparing.
7. Each small group should meet together and create a "solution for the debt crisis" proposal They will be asked to present their proposal at the summit. (Depending on the time you are able to commit to this activity, you may either ask students to make a brief informal oral argument or prepare a formal presentation with written handouts.) Caution students not to simply come up with a proposal to relieve all debt. Explain that if all debt is forgiven, lending organizations may not be able to continue granting loans to additional nations in need. Students would have to know how much money is actually being paid back into the coffers of these organizations (Each of the lending organizations have Internet sites.)
8. Conduct a summit. Each of the seven groups should be given three to five minutes to present their proposals. While they should be promoting a specific solution, they should also consider other perspectives on the issues, and remain open to other proposals.
9. Students should then convene in larger groups comprised of two or three small groups and combine elements of their proposals into one proposal that they can all agree on. They should use a consensus building model for this activity.
10. All representatives should then reconvene as a full summit. The three new proposals should be introduced. As a full group, draft a new proposal that all can agree on. If a student doesn't assume the role of "devil's advocate," the teacher should make sure that all proposals are realistic and actually achievable.

EXTENSION ACTIVITIES:

- Using the information in their readings and additional research, have students conduct negotiation sessions. One small group of students should represent one specific nation that has debt that they cannot repay without significant negative impact on development in their nation. The other small group should represent the lending organizations. They should produce a written negotiated agreement for debt relief. Students should incorporate information contained in Handout 5-17c: Defining Development.

- Have students research current debt relief efforts. Compare student proposals with these current efforts. How were proposals the same? How were they different? Have students investigate and report on any new developments since that time.

LESSON 5-17

Economic Sanctions: A Simulation

Political internationalism without economic internationalism is a house built upon sand. For no nation can reach its fullest development alone. —Wendell L. Wilkie

LESSON IN BRIEF:

This lesson will introduce students to laws that allow the use of economic sanctions and the political incentives that sometimes influence them. Students will participate in a simulation that will provide them with the opportunity to analyze different perspectives on the use of economic sanctions. They will learn about and analyze criteria that must be followed before sanctions may be imposed. Students will learn techniques that are used while conducting a simulation.

TIME: Three to six class periods

MATERIALS:

- Handout 5-17a: Human Rights Violations and Economic Sanctions
- Handout 5-17b: What to Consider Before Imposing Economic Sanctions
- Handout 5-17c: Xobia and Aban

LEARNING OUTCOMES:

- Been introduced to basic concepts of human rights and humanitarian law.
- Been introduced to humanitarian and political implications of the use of economic sanctions.
- Been introduced to the theory and applicability of economic sanctions.
- Employed role-playing skills while participating in simulations.
- Used critical thinking skills to problem-solve about a life and death situation.

NEW VOCABULARY:

- Sanctions
- Destabilize
- Apartheid

NOTES AND SUGGESTIONS:

The first part of this lesson calls for students to do research about the situations surrounding economic sanctions being imposed on one of eleven nations. The handout provides basic background information and asks students to answer nine questions about the situation that caused a breach of the peace and security. The age and sophistication of the students, the amount of time you want them to spend on this assignment, and how long you would like their report to be, should determine the guidelines you give students for completing this part of the lesson. You should determine whether you want students to conduct research independently, in pairs, or in groups. Unless students work in groups, more than one student will research the same country. That does not cause a problem, nor does it matter if all of the countries are covered. The countries that should be easiest to research are Cuba, Iraq, Haiti, and Somalia. You might want to steer students with less sophisticated research skills to these countries. The popular press (back issues of newspapers and magazines) should have lots of articles on these countries.

It will be helpful if you prepare for this lesson by reading the following Teacher Background Materials:

1. Introduction to Perspective Taking Through Role Playing, Simulations, and the Believing Game
2. Suggested Instructions for Role Plays
3. Suggestions for Using Simulations
4. Suggestions for Using the Believing Game
5. Keys to Effective Negotiation before starting this lesson

Throughout this lesson students will receive and work with several handouts. Ask students to keep all handouts after they receive them. They will be asked to continually refer back to handouts that they received earlier in the lesson.

Explain to students that international humanitarian and human rights law is very complicated. The materials used in this lesson are brief summaries of portions of the laws. Students may want to do additional research to learn more about them. As you conduct the simulation and role-plays, students should work with the information given to them, unless they have concrete information that extends their knowledge of these laws.

LESSON SEQUENCE:

1. Give students copies of Handout 5-17a: Human Rights Violations and Economic Sanctions. Allow several days, or an appropriate length of time, to complete the assignment depending on the availability of resources and the thoroughness of the research you expect them to complete. You may or may not want to collect written reports. Just let students know in advance.
2. Ask several students to share the results of their research with the class. Facilitate a discussion where you compare:
    - The seriousness of each of the situations that caused economic sanctions
    - The type of sanctions imposed
    - The effectiveness of the sanctions in curtailing the disruption to peace and/or security
    - How successful the delivery of humanitarian aid was
    - Any obstacles that interfered with the delivery of humanitarian aid

    Ask students if they think economic sanctions can be effective and what kinds of sanctions would be most effective. Also, ask what some of the unintended side-effects can be. Ask if they think that economic sanctions should be tried before armed conflict is considered. Ask if they are familiar with situations in the world today where they think economic sanctions should be used. Explain and discuss.

    The purpose of this discussion is to make sure students have a basic understanding of what an economic sanction is, when it can by used, how it is used, and what some of the controversies are about its use.
3. Give students Handout 5-17b: What to Consider Before Imposing Economic Sanctions. Ask a student to read each "consideration" aloud. Discuss each consideration before moving on to the next one. Continue the discussion until you

are certain that students understand the reason for each consideration. Clarify the differences between political and humanitarian considerations.

4. Give each student a copy of Handout 5-17c: Xobia and Aban. Students should read the material and then gather in groups of four. Together they should review the information in that handout and discuss how they think the information they have read earlier interfaces with the conflict between these two countries. (It would be helpful if students had the previous handouts available for this discussion.) After initial discussions among students, tell them that they are going to engage in a problem solving activity. They will be considering a proposal by the United Nations to impose economic sanctions on Xobia. The groups of four students should decide among themselves which two students will represent the United Nations and which will represent the Red Cross, a humanitarian organization.
5. Practice a variety of role-play situations. In each situation, the two United Nations representatives and the two Red Cross representatives are to discuss the scope, terms, and conditions of an impending economic sanction on Xobia. They must work within the legal conditions and political and humanitarian concerns introduced in handouts.

   Some suggestions for role plays:

   - A group of four students should sit in the middle of the room (in a "fish bowl"), surrounded by the rest of the class, and conduct their discussion for 3-4 minutes. The rest of the class then critiques their discussion techniques. At this time other students should not be invited to comment on the content of their discussion, or their terms of agreement. They should focus on their role-playing and negotiating skills.
   - Engage the entire class in a Hassle Line. During this activity, students form two lines. Students playing U.N. roles should stand in one line and an equal number of students representing the Red Cross should stand in another line opposite them. Each actor stands opposite a partner (not the partners from their small groups). Staying in character, each student then begins to negotiate on behalf of their group. If time allows, ask students to reverse roles and continue the discussion from the opposite perspective.

6. Debrief the experience with students, and then ask students to reconvene their original groups of four.
7. Students should now work on negotiating the terms of economic sanctions to be imposed against Xobia. They must prepare a written document that all parties are willing to sign. The document must, to the best of their abilities, incorporate all of the information about economic sanctions supplied to them.
8. Each group should then give the completed copy of their economic sanctions against Xobia to another group to review. Each group should then give their partner group feedback on the document that they drafted.
9. If they choose to, members of small groups may make minor changes to their documents based on feedback from the group that reviewed it.
10. Reconvene the entire class and compare and contrast the various documents created by the different groups.
11. Debrief the entire activity. Discuss students' successes or difficulties applying negotiation skills and their thoughts about the value of using economic sanctions as an intervention strategy.

EXTENSION ACTIVITIES:

- Repeat the lesson above using a contemporary conflict that involves allegations of international human rights violations.
- Have students study situations that preceded historical wars. Ask them to analyze whether economic sanctions might have been used to avert the war. What type of sanctions would they have suggested?
- The United States has imposed economic sanctions on Iran and Iraq for many years. Iran and Iraq are neighboring counties. Yet, they have different political and economic profiles. In March of 2000, the U.S. lifted partial sanctions from Iran. The relationships between the three nations are interesting, complicated, and changing with time. Assign students the task of investigating how and why economic sanctions have been imposed; their purposes; the success of the sanctions from different perspectives; the background surrounding alleged violations of human rights on the part of each of the three nations; and how they have affected the security of the populations in each of the three nations. This could be a class

project with different students working on different aspects of the situation, and then combining their information. The same activity can be applied to economic sanctions against Cuba.

LESSON 5-18

Civil War

Civilization begins with order, grows with liberty, and dies with chaos. —Will Durant

LESSON IN BRIEF:

By exploring the example of Afghanistan, students will learn how complex civil wars can be. They will utilize research skills to analyze the factors that have contributed to the Afghanistan conflict. Finally, students will read about and discuss the experience of a U.S. teen who lives and works there, trying to alleviate the suffering of the people.

TIME: Two to four class periods

MATERIALS:

- Handout 5-18a: Islamic Emirate of Afghanistan Vocabulary
- Handout 5-18b: Islamic Emirate of Afghanistan
- Handout 5-18c: Trapped by Fate
- Copies of world maps, and maps of Afghanistan – one copy per small group of students (These are readily available on the Internet.)
- Internet and library access

LEARNING OUTCOMES:

- Practiced reading for understanding.
- Been introduced to basic concepts, vocabulary, and history that will assist them in analyzing the situational dynamics that have resulted in a civil war.
- Acquainted themselves with the geography and culture of a nation different from their own in many respects.
- Analyzed data and shared new information with classmates.
- Analyzed political and cultural impacts on people living in a shared environment.
- Analyzed the effects that civil war imposes on civilians and the infrastructure of a country.
- Became acquainted with the experiences of someone who might have been their peer at one time, and reflected on how

they would personally manage a situation similar to that confronted by another U.S. teen.

- Practiced conducting independent research and organizing information.
- Presented information to peers.

NEW VOCABULARY: see Handout 5-18c

- Jihad
- Koran (Quran)
- Taliban (Taleban)
- Pushtun
- Tajik
- Hazara
- Uzbek
- Aimaq
- Kabul
- Mujahideen (Mujahedeen)

NOTES AND SUGGESTIONS:

Textbooks generally provide background and details about wars between nations when discussing armed conflicts. This lesson introduces students to the concept of civil wars in general, rather than the "war between the states" that occurred in the U.S. Civil war is not new, and is unfortunately prevalent throughout the world today. In this lesson we look at Afghanistan. The same activity could be altered and used to explore armed conflict between diverse factions within other nations, such as Sierra Leon, Mexico, or Ireland.

Handout 5-18b: Islamic Emirate of Afghanistan provides a brief history of conflict in Afghanistan and some basic facts about the country. Many of the words and names will be foreign and difficult to pronounce for many of your students. The handout is intended to acquaint students with the country and the sound of languages spoken there.

As students conduct research for this activity, they will notice that many words, including the name of the country, are spelled differently in different sources. You can explain to them that English translations are not always identical, and different factions, for political or religious reasons, sometimes favor different spellings.

LESSON SEQUENCE:

1. Explain to students that you are going to be exploring civil wars. Ask students to define a civil war and identify civil wars that they are familiar with, past or present. Brainstorm reasons why people who are citizens of the same nation would enter into combat with one another. Explore examples of political, cultural, economic, and religious conflicts that have resulted in violent domestic conflict.
2. Give each student a copy of Handout 5-18a: Islamic Emirate of Afghanistan Vocabulary and 5-18b: Islamic Emirate of Afghanistan. Either in class, or as a homework assignment, ask each student to read the handout.
3. Ask students to create groups comprised of eight students. . Distribute a copy of a world map and an Afghan map to each group. Ask students to discuss the information in the handout they have read. They should work together locating each of the countries mentioned in the handout or on the map, and identify major landmarks in Afghanistan. Students should be asked to review the names of ethnic groups and significant individuals in Afghan history. They should try to become comfortable with pronouncing the words and names of important leaders in Afghan history.
4. Explain that each student will now be asked to conduct independent research about a component of Afghanistan's population. Within each group of eight students, each student should select one of the categories below to focus on. (Students from different groups may want to work together if they are researching the same group.) Students need not be asked to write a formal report, but to take sufficient notes to aid them in discussing their research with other students. It will be easiest to locate information about the groups listed at the top of the list and progressively more difficult as you move toward the bottom. You may want to use this information to guide students to the most appropriate assignments. Information about each of these groups is available on the Internet.
   - Sunni Muslims
   - Shi'ite Muslims
   - Pushtun
   - Tajiks
   - Hazaras

- Uzbeks
- Turkmen
- Aimaq, Farsiwan and Heratis

Students should be asked to consider these questions when conducting their research:

- How would someone identify members of this group?
- In what ways are members of this group different from other populations residing in Afghanistan?
- How long has this group been present in Afghanistan? Where did they come from? What is the size of the population? In what part of Afghanistan does the group reside?
- What other group does this group have the greatest conflict with? What is the conflict based on?
- How has this group contributed to, or defended themselves, during this civil war?
- What has this group contributed to the process of ending the violence?
- How has this civil war impacted civilian populations?

5. Students should reconvene in their original groups. Each student should give a brief report on what they have learned about their population group. They should then discuss how each group has contributed to and been impacted by conflict during the past decade. The purpose of this discussion is to help students become familiar with the diversity and complexity of issues and positions that have contributed to the creation, escalation, and continuation of the civil war.
6. Distribute copies of Handout 5-18c: Trapped by Fate, and ask students, either in class or as a homework assignment, to read the handout. Once read, ask each student to discuss the article with at least one other student who has read it.
7. Facilitate a discussion to debrief what students have learned, and to help them think about the readings. Here are some possible guiding thoughts and questions:
   - Students read two very different handouts during this lesson. They both provide information about Afghanistan. One is a textbook type reading, the other a personal story about a teen from the United States and his experience dealing with the reality outlined in the first reading. Ask students to discuss the ease or difficulty they experienced reading each handout. Ask them to reflect on their answers.

- What are the main causes of the civil war you have investigated?
- Has armed conflict furthered the agenda of any group? How?
- Has the use of force and/or human rights violations been justified? Why?
- How could abuses have been avoided?
- How has this civil war impacted non-combatant civilians?
- Would you ever consider taking a job similar to the one Chris Jones took? Why? Why not?
- Do you think that Chris Jones can actually contribute to ending the war?
- How is this civil war similar to, or different from, other civil wars you are familiar with?
- How are civil wars similar to, or different from, wars between nations?
- What would you, as a peacekeeper, suggest to put an end to the civil war in Afghanistan?

EXTENSION ACTIVITIES:

- Ask students to write a reflective essay addressing what they would have done if put in situations similar to those experienced by Chris Jones. You may want to have different students focus on different decisions he had to make: whether to drop out of high school; whether to get married; whether to move to a foreign country; whether to take the job that he took; whether to continue with his job when he realized how dangerous it was; whether to allow himself to become emotionally involved with the people he was trying to help, etc.
- Ask students to conduct deeper research about Afghanistan than was required for the lesson above, and write a report on the results.
- Ask students to conduct research about a civil war outside of Afghanistan and compare/contrast the dynamics of the two civil wars. Different students could research different civil wars and create a computer-generated analysis of the causes and effects of different civil wars.
- Ask students to research several different civil wars, focusing on a specific element of the war: e.g., the role played by for-

eign aid; the role of religion in creating or resolving the conflict; the role of women and children in the conflict.

- Indigenous movements for independence are often classified as civil wars. Have students investigate the uprising in Chiapas, Mexico, or some other conflict involving native/indigenous peoples, and ask them to write a paper summarizing the conflict and analyzing whether or not the conflict should accurately be called a civil war.

LESSON 5-19

What Is Globalization?

We can't change history, but we can change the course of history. That is our challenge. —*Jack O'Dell*

LESSON IN BRIEF:

This introductory lesson is intended to lay a foundation for understanding the dynamics of globalization. It will explore the myriad of influences globalization has on our world today, how rapidly our global culture, environment, and economy is changing, and the benefits and consequences of those changes.

TIME: Three to four class periods and time for research

MATERIALS:

- Handout 5-19a: Globalization Case Study Worksheet
- Outline maps of the world (One per student or small group of students.)
- Colored pencils or markers
- Access to the Internet, library, newspapers, and news magazines

LEARNING OUTCOMES:

- Became familiar with the concept of "globalization."
- Conducted independent research.
- Presented research to classmates.
- Broadened their familiarity with physical global environments and completed a mapping activity.
- Analyzed conflicting data from different sources.
- Expanded their vocabulary as it relates to defining global issues.
- Analyzed information presented by other students and contributed to a discussion focusing on diverse topics.

NEW VOCABULARY:

- Globalization

- Transboundary

NOTES AND SUGGESTIONS:

Issues relating to the depletion of natural resources, the rapid increase in the size of the world population, widespread human rights abuse, escalating violence, international migration, uneven economic growth, epidemic poverty, and environmental degradation have long histories. Those problems have historically only been addressed within the society where the "primary situation" exists. As national boundaries have changed, political systems have been transformed, free-market economies have expanded, and threats to the environment have escalated, global linkages have multiplied. Technology, cultural practices, monetary systems, space age weaponry, and technological transmission of information no longer conform to previous political, cultural, or ecological boundaries. The scope of these issues defies traditional concepts of national or continental boundaries. In this lesson, students will increase their awareness of these new global, or transboundary, phenomena.

It is natural for young students to be aware of many global issues and problems. Yet they are probably not aware of the scope of the unique challenges posed by the dramatic paradigm shifts that are associated with their global awareness. This activity is intended to broaden their awareness and understanding of diverse global dynamics that have influenced, and continue to influence, human and non-human environments throughout our world. This activity is not intended to scare students as they create lists of overwhelming problems. Help students focus on examples of international cooperation, support, and problem-solving. You may want to devise a system to insure that half the class conducts research on problem-solving and the other half on issues that are the impetus for problems.

LESSON SEQUENCE:

1. Read NOTES AND SUGGESTIONS above.
2. Tell student that you are going to ask them a series of questions and you want them to raise their hands if the situation you describe applies to them. At the same time, ask them to look around the room after each question to see how many students did or did not raise their hands. Explain that they are only being asked to assess how the class as a whole responds to each question, and that it doesn't matter how specific stu-

dents respond to each question. Ask some or all of these questions.

Raise you hand if:

- You have eaten food raised or produced in another country in the past month.
- You have heard about human rights abuses in other parts of the world.
- You think that you personally, or groups of people in your country, can influence other countries to change their practices of violating human rights.
- You have ever used the Internet to locate information about another country.
- You are wearing clothing manufactured in another part of the world.
- You believe that chemicals used in other parts of the world affect your quality of life.
- Someone in your family owns a vehicle manufactured in another country.
- You believe that the exploration of space will create a higher standard of living for people living on this planet.
- You, and people in your community, have the ability to influence the personal safety of people in other parts of the world.
- You think you might consider a career working in another part of the world.
- You have met students from another country who are participating in an international exchange program.
- The economy of another country influences the job security of someone in your family.
- You have vacationed in another country.
- You have benefited from health and medical research conducted in other parts of the world.
- You listen to music recorded by musicians and vocalists from other nations, or recorded in other nations.
- You are concerned about logging, fishing, hunting, and waste disposal practices in other countries.
- You believe that governments of other nations can have a positive influence on making the world safer for you.

- You believe that people in other parts of the world influence the quality of the water that you drink.

Facilitate a brief class discussion, generally analyzing student impressions about responses to the questions.

- Select a few of the questions above and ask students how they think their parents would have answered the questions when their parents were the age that the students are now. Briefly debrief responses. (If time allows, you might want to ask students to discuss a few of the questions with family members and bring their responses to class for discussion.)
- Repeat questions, asking students to guess how their grandparents would have answered the questions when their grandparents were the ages that the students are today. (Again, if time allows, ask students to discuss a few of the questions with their grandparents or other people of their grandparents' generation, and to bring their responses to class.)
- Facilitate a discussion focusing on how answers to these questions have changed from one generation to the next, and why. Discuss whether the differences in answers are simply due to advances in communication, or if there are other dynamics that have significantly changed how different parts of the world impact distant neighbors. (How does their country of residence affect others, and visa versa.)

3. Introduce the term "globalization." Help students understand that globalization is different from internationalism in that global issues are not exclusively defined by or limited to national boundaries. Globalization is a transboundary phenomenon. Build on the previous activity to build a class definition of the word. One way is to ask students to work in small groups to define globalization and then work as a group to compare and synthesize their definitions. Another option is to work with the entire class to brainstorm words that help define globalization and then combine key words to create a class definition. Keep a copy of your working definition for future use.
4. Explain to students that the process of globalization affects not only the daily lives of humans, but also impacts animals, plants, and all the elements of our natural world. Tell students that they are going to conduct research about different

aspects of globalization. Have them work independently or in small groups.

5. Below is a list of broad categories under which global issues fall. Working with this group of categories, to which you can add, select the ones you would like students to focus on while conducting their research. Write your selected list on the board, and ask students to choose a category as the focus for their research. Explain that they will be responsible for selecting a more specific topic within the broad category.

   - Agriculture
   - Child labor
   - Economic systems
   - Education
   - Environment
   - Food security/ food aid
   - Governmental structures
   - Health and medicine
   - Human rights
   - Immigration
   - Natural disasters
   - Peace
   - Pollution
   - Population
   - Poverty
   - Religion
   - TradeWar
   - Water
   - Women

6. Explain that each student, or group of students, should select a specific issue that they will research and write a report about. Topics should narrowly focus on a specific event or time frame related to the event. (See NOTES AND SUGGESTIONS above.) Then distribute Handout 5-19a: Globalization Case Study Worksheet, and world outline maps. Depending on the depth of the research you would like the students to conduct, either ask them to fill in the blanks on the handout with information gleaned from their research, or to use the handout as an outline while writing a more comprehensive report. Explain to students that they will likely uncover conflicting data. They should analyze data and the sources of the data to determine which perspectives are more likely based in fact, and/or how different perspectives contribute to escalating or de-escalating the issue or problem. They should be prepared to explain why they found some sources of data more reliable than others.

7. Using the color code below, ask students to draw lines on their world maps to illustrate the global connections related to the issues they are researching. Colored lines should be drawn to connect the nations. Lines should be drawn as arrows that point from the nation that has created the problem, or initiated the issue, to the countries that have been influenced by the practice or policy. Lines can also be drawn from nations that have voluntarily assisted another nation.

   RED – Country that appears to be responsible for creating a problem for other countries. (e.g., dumping toxins in waterways; perpetrating human rights violations on selected groups within their nations; creating or ignoring a situation that has forced large numbers of people from their population to emigrate to other nations, causing problems for other nations; testing radioactive weapons; etc.)

   BLUE – Country that has contributed, or is contributing, to a meaningful solution to a problem. (e.g., supports educational reform measures that make access to education more equitable; supports medical research and shares favorable results with the global community; enacts, or begins to enforce, polices that prohibit child labor; trains citizens to use advanced agricultural practices, reducing need for aid from other countries; etc.)

   YELLOW – Country that has contributed to global security by providing assistance to other countries in situations where they would not have to be directly involved. (e.g., sending professionals to other countries to help create a structure for a new democratic government; sending medical aid following a natural disaster; providing technical assistance to devise plans to manage environmental crises; etc.)

8. Once completed, all maps should be placed on a bulletin board, and students should be given an opportunity to view and compare them.

9. Each student or group should then present a verbal report about their issue or situation to the rest of the class. Depending on the depth of the reports and time available, the teacher should give an equal amount of time to each group or student. About five minutes should be adequate to cover basic information.

10. A full class discussion should be conducted to assess how issues or problems researched by one student, or group of

students, may impact the issue or problem researched by other students.

11. A wrap up discussion should then focus on the following questions:
    - What countries did you become acquainted with that you were not aware of before this activity?
    - What issues did you become acquainted with that you were not aware of before this activity?
    - What new words or terms did you learn while conducting your research, or listening to reports by other students? Do you understand their meaning?
    - Do you think you should assume any responsibility for addressing issues or problems created in other parts of the world?
    - Do you think that people in other parts of the world should consider the health, welfare, or comfort of people in your country when making political, economic, or environmental decisions? Why? Why not?
    - What global issues are you most concerned about now that you have heard reports from your classmates?
12. Revisit the definition of globalization created by the class at the beginning of this activity and discuss whether the definition should be changed in any way as a result of their research.

EXTENSION ACTIVITIES:

- Ask students to write a paper analyzing the combined research of their classmates as illustrated on the collection of maps presented.
- Ask students to conduct research on global issues from the perspective of one country. Instead of focusing on an issue as they did earlier, they should focus on any global issues confronted by that nation. (You may want to limit the assignment to a set number of issues.)
- Using outline maps, ask students to illustrate (same directions as above) all global connections reported in a single issue of a newspaper or news magazine. They should then analyze the scope of the issues and write a report explaining what type of issues are most prevalent at a specific point in time.

- Ask students to create a vocabulary list of new words and terms they learned while listening to fellow students present the results of their research.
- Have students select one of the topics listed above and conduct research to identify transboundary approaches to problem solving, such as the Montreal Protocol to Protect the Ozone. Students should then create a newsletter comprised of articles about the problem solving measures. Copies of the newsletter could be distributed throughout the school.

Appendix A

Teacher Background Material

Introduction to Perspective Taking through Role Playing, Simulations, and the Believing Game

The capacity to take on the perspective of another person—to "step into their shoes"—is a key step towards understanding the complexities of conflict. Perspective taking also enables students to develop greater empathy for those who they view as "different" and to stretch themselves to at least temporarily identify with the feelings, thoughts, and beliefs of another person.

Researchers working with the Child Development Project in the San Ramon Valley California School District have concluded that the most significant factor in developing a pro-social learning community of caring adults and children is perspective taking. Studies have also concluded that adolescents with a history of aggressive and violent behavior seem unable to understand how their behavior affects others. These young people tend to ignore or deny the suffering and distress of a victim.

To move to a national or global context, a group's willingness to wage "hot" or "cold" wars, give humanitarian aid, participate in "ethnic cleansing," negotiate an international agreement, and so on, is often linked to whether they see another group as people "like us," people "out to get us," or "people not worthy of our concern." The actions a group or nation chooses may depend on whether the public demonizes and dehumanizes the "other" or whether the public empathizes with the suffering and particular circumstances of the "other." U. S. efforts to protect the Kurds after the Gulf War or multilateral initiatives to send and distribute food and medicine to people caught in cross fires of civil wars are examples of how public pressure can influence foreign policy decisions.

Perspective taking activities enable students to increase their understanding of people and conflicts in three ways.

- They raise a student's awareness of another's situation. Students gain a deeper intellectual understanding of the distinct cultural, political, economic, and/or social conditions and experiences that influence the beliefs or actions of an individual or group.

- As students make decisions and face problems from another's perspective, they may experience feelings similar to those felt by an individual or group faced with the same circumstances.
- Through de-briefing discussions after a perspective taking exercise, students can analyze a particular situation and then place it in a more universal context of human experience—exploring the needs, hopes, and feelings that we all share as human beings.

Role-plays, simulations, and the Believing Game all build skills that are central to developing humane conflict resolution and problem-solving skills. Teachers may want to set aside class periods to practice these skills, before practicing them with specific lessons.

Students Will Develop Skills That Enable Them To:

- Take on the perspectives of persons other than themselves as they participate in a variety of role-plays and simulations.
- Develop key pro-social learning skills that enhance comprehension of personal and global conflict.

Suggested Instructions for Role Plays

Role plays usually involve two students or two groups who take on the perspectives of two different individuals or groups in a situation that requires a response from both parties.

Types of Role Plays:

Any of these role play models can be scripted in advance or developed on-the-spot with students. The learning context and the skill of the students should guide teachers.

- Small Groups—Three or four students per group, with actors and observers.
- Hassle Lines—The group forms two lines. Each actor stands opposite a partner. Everyone in each line plays the same role, representing the same perspective.
- Demonstration—The teacher and a student or two students rehearse a role play beforehand and model the role play for the audiences.
- Whole Group Role Plays—The class is divided into two or more groups. Everyone in the group speaks from the perspective of their assigned role. This is a more analytical approach in which the teacher facilitates and manages the interaction between individual students. The purpose here may emphasize exploration of disparate concerns, needs, and interests of various groups more than actual problem solving. This exercise can precede an extended role play in which the expectation is some kind of resolution or negotiated agreement.

Role Play Techniques:

- Full Circle—The same actors remain in their roles from the beginning of the role play through the de-briefing.
- Role Reversals—Actors reverse roles halfway through the role play.
- Suspended Role Play—At some point, actors stop the role play and the actors (or the actors and the audience) participate in some de-briefing before the role play continues to its conclusion.
- Fish Bowl—the audience forms a circle around the actors and comments on the actions or motivations of the actors.

- Replacement—As the actors role play, observers from the audience may tap them on the shoulder, replace them, and continue the role play, staying "in character."

Design and Preparation of Role Play:

1. Prepare a written scenario beforehand (a brief paragraph) or develop a scenario with students that describes:
    - The setting (time and place)
    - The situation: What is the problem? What has just happened? How urgent is the need for a solution? What might happen if nothing is done? Where does the role-play begin?
    - The individuals or groups involved
2. Prepare descriptions of the two roles beforehand (two separate brief paragraphs) or "flesh out" the two roles with students, exploring their names, age, gender, background (if relevant), key characteristics or attitudes of the individuals or groups, perceptions of the problem, etc.

Role Play Rules:

- Do not begin a role play until someone says "Curtain." End when someone says, "Curtain" or "Freeze."
- No booing/hissing from the audience.
- No swearing.
- No physical fighting.

Starting and Monitoring Role Plays:

- Describe the purpose of the role play.
- Assign roles to players. Give them fictional names.
- Brief the actors. Be sure they understand their roles and the conflict situation. Let them know approximately how much time they will have to play out the situation.
- Review the rules.
- Begin the actual role play. Intervene or coach only if absolutely necessary.
- Freeze the role play and thank actors for their participation.
- Debrief the role-play.

Debriefing Role Plays:

Questions for Persons Playing a Specific Role (in a demonstration, small group, or large group):

- How did you feel playing this role?
- What did you notice yourself saying and doing?
- What happened? How did the other person respond to your actions?
- What did you think you did well? What skills did you try to use?
- What was difficult about playing this role? What skills were difficult to remember to use in the "intensity of the moment?"
- What might you have done differently or more effectively?
- Did others react the same way/differently? Did any of you have the same feelings/different feelings when...(use when more than one student is playing the same role).

Questions for Audience/Observers

- How did you feel as you watched the role-play?
- How do you think the actors felt about each other at the beginning, as opposed to at the end, of the role play?
- How did the conflict develop? What did you see and hear?
- What stands out about the behavior and language of the actors?
- Why do you think they responded the way they did?
- What did they say or do that worsened or helped diffuse the conflict?
- What might they have done differently?

Questions for Everyone

- Have you ever been in a situation like this one?
- How did you handle it? How did it turn out?
- Can you think of other conflicts where the individuals or groups involved might feel and think similarly?
- What are some consequences of their actions?
- Are there other responses the actors could have used that might have resulted in a different solution or outcome?

- What do you think are the key skills and attitudes that could lead to a positive outcome in this situation?
- What would be your most natural response in this situation? Is there another response you might want to try? What is one change you would need to make if you wanted the situation to result in a different outcome? After participating in or watching this role play, can you identify one skill you would want to work on?

Suggestions for Using Simulations

Simulations come "packaged," or you can create them yourself. In each case, students are given background information related to a specific case or situation and must respond and decide what to do about a problem that emerges from that situation. In some simulations, students function as "rational actors." (In the best case scenario, what would I really choose to do?). In others, students take on clearly defined roles of specific individuals or groups involved in the conflict. (What would I choose to do or be limited to doing given my specific role?). Simulations provide direct practice in the arts of democracy (collaborative problem-solving, negotiation and compromise, balancing competing interests, listening to different viewpoints, and developing leadership and public speaking skills). What follows is a five-step process for simulations in which students take on specifically defined roles:

1. Students should be briefed in detail about a specific situation (a past event, current incident or issue, or an imagined situation drawn from real life circumstances). You may want students to research an issue as it pertains to a specific case or situation. In some cases, it would be beneficial for students to develop a cultural background that would influence their role, or the situation in general.
2. Students should briefly analyze the conflict situation as a group, identifying potential problems, major obstacles to resolution, and possible strategies, options, and solutions.
3. Students should choose, or they can be assigned, roles of individuals or groups involved in or affected by the specific conflict situation.
4. Students should be presented with a situation (often a crisis or potential crisis) in which they must act and make decisions, by themselves or with others, from the perspective of their individual or group roles, keeping in mind the facts, data, and experiences relevant to playing their particular roles. Students should stay "in character" through the simulation itself.
5. At the conclusion of the simulation, students and the teacher should debrief the exercise by:
    - Analyzing the positions, interests, choices, and actions of various parties and the relationships among parties.

- Examining what happened and the reasons why it happened.
- Exploring "What if..." questions that remain after the end of the simulation. They should incorporate new insights and understandings into a "fresh look" at similar problems. They might "test" whether the process and the strategies used are applicable to other conflicts.
- Reflecting on the simulation learning experience itself.

Suggestions for Using the Believing Game *

The Believing Game is an exercise that helps students to "try on" other perspectives in order to more deeply understand the values and assumption behind opinions different from their own.

The Believing Game is based on the concept of "methodological belief" developed by educator Peter Elbow. Elbow asserts that the emphasis on critical, deductive thinking reinforces doubt and promotes the belief in one right answer, one "true" conclusion. Moreover, the accepted process of doubting and picking apart an argument often shuts down deeper listening, non-judgmental questioning, and an openness to learn more abut why people think and feel the way they do.

Methodological belief, on the other hand, encourages students to suspend judgment and criticism when they first listen to or read about a new perspective or one that they find contradictory to their own viewpoint. Students are asked instead to believe as true the ideas being presented. After hearing or reading a particular position, students are invited to ask questions that might help them to further understand a position in order to believe it more fully.

After the presentation and "Q and A," students can summarize the key points of this perspective through writing and/or discussion. In small groups, each student then identifies all of the statements and ideas, which he/she can truly believe or agree with. Only then do students shift from a process of "believing" to a process of "doubting," using a critical analysis model to raise concerns and objections to a particular position or perspective.

The Believing Game works best with a controversial issue on which there is deeply divided opinion about who is right and who is wrong and what is the right or wrong thing to do. Issues can be current or historical, real or fictional. Teachers often invite speakers to present contrasting viewpoints or select written excerpts or film clips that illustrate different positions on an issue. It is important to "believe" and "doubt" one position at a time so that students can reflect and write about what they are thinking, using a systematic process.

The Believing Game is also a powerful tool to explore character and conflict in literature. Consider how much richer writing and discussion would be if students "believed" before they analyzed and judged the characters of Antigone and Creon in *Antigone*, Brutus and Cassius in *Julius Caesar*, Hester Prynne and Dimmesdale in *The Scarlet Letter*, or Beneatha and Walter Lee in *A Raisin in the Sun*.

"Believing" invites us to be more flexible, to recognize that everyone has a "piece of the truth." Believing helps us move beyond "black and white" absolutes to more tentative opinions, more original interpretations, and solutions that truly consider all points of view.

The steps of the Believing Game are as follows:

1. Introduce the Believing Game as a way of learning more about an issue you are studying. Explain to students that the structure of this exercise can help us understand more fully the complexities of a controversial issue. It allows us to "get the facts" and discover the beliefs of others, without immediately rejecting them. By presenting different perspectives, one at a time, we can think carefully about what we hear and even reconsider our own opinions and assumptions as we go along.
2. Either review the issue as students presently understand it or present some additional background information in preparation for the Believing Game.
3. The Believing Game – Presentation of Perspective #1:

   a) Present the first perspective by using a speaker, an editorial, a magazine article, a literary excerpt, or a video clip. Remind students that they are to approach the presentation by suspending doubt and believing as truth what they are hearing, watching, or reading.

   b) Invite students to ask clarifying questions that will help them have a deeper understanding of the perspective being presented.

   c) Ask students to quickly jot down the essentials of the perspective presented. As they re-read what they have written, ask students to check or underline what they can affirm, believe, or agree with.

d)In small groups, have students discuss in depth all of their points of agreement. Are there any points on which most or all of the students in the group can agree?

4. Debriefing the "Believing" of Perspective #1: Was it difficult to believe?" What got in the way? Did you come to understanding this viewpoint differently than before? Is "believing" different than careful listening?
5. Critical Analysis of Perspective #1: This is the time to examine the facts presented (find examples of omissions, distortions, loaded language, etc.), raise concerns and objections, and examine underlying positions and values. How do the values, assumptions, and opinions of this position match or conflict with you own?
6. Finding Common Ground with Perspective #1: Ask students if they can agree with values, assumptions, concerns, and recommendations that are part of this position. What points have been made that need to be factored into an effective solution?
7. Present Perspective #2 using the same process used for Perspective #1.
8. If you are using a third perspective, follow the same format again.
9. Once all perspectives are presented, debrief and review the entire process. Possible questions to ask students:
   - What did they learn that they did not know or were not aware of before?
   - What surprises helped students break through old stereotypes or exaggerated assumptions?
   - Did language influence students (i.e., how it was said as well as what was said)?
   - Were there values or concerns presented that were common to all perspectives?

You may want students to write about or discuss how their thinking has changed or not changed after this exercise. How did it feel to approach a controversial issue this way? Explore whether the process enabled them to be more open-minded to positions and opinions that were different from their own.

You can extend this activity by using new information and understandings to explore possible alternative solutions that incorporate the underlying values and concerns of all positions presented.

*Based on the work of Peter Elbow and Educators for Social Responsibility

Keys to Effective Negotiation

1. *Agree to negotiate.* Negotiations are possible only when parties agree that there is a conflict, agree on what the conflict is, agree to talk about it, want to resolve it, and try in good faith to resolve it.
2. *Be willing to seek an alternative solution.* Both parties must be willing to let go of their original solution. Negotiation is not about fighting over which original solution is better. Negotiation requires the willingness to search for alternative solutions that satisfy both parties.
3. *Identify positions and interests.* It is important to understand the positions and interests of both parties.
   - A position is a statement of what a party demands or wants. Often it is the solution that is immediate, short-term, and appears to be the easiest way to solve the problem (often at another's expense). It is one way, among many, to meet a party's need(s).
   - An interest/need, although sometimes short-term, is usually the long-term concern underlying a position. Important needs do not go away and must be addressed in negotiated agreements. A need is often the "why" behind the position.
4. *Identify and clarify your goals.* What do you want to accomplish now? What is your goal for this conversation, this meeting? What are the long-term goals that you would like to work on in the future?
5. *Be respectful of value differences.* Values are deeply held beliefs: religious, ideological, and cultural. They must be understood and taken into account, but values cannot be changed through negotiation. Negotiations can change behavior, but not what someone believes. When there are intense value conflicts, our best tool is listening for deeper understanding.
6. *Create a positive climate.* Negotiations have a better chance of success in a cooperative, friendly atmosphere than in a competitive, hostile atmosphere.
7. *Use role reversal.* This is a technique that helps parties to put themselves in the other person's shoes. It is valuable to pause sometimes and ask: "What's the other party feeling or think-

ing right now? What might be the other party's greatest fear or concern?"

8. *Ask clarifying questions.* Parties need as much information as possible in order to make good decisions. (What do you need? When do you need it? What would happen if _____? How much would it cost? How would it work? Can you tell me how _____?) Opening with an exchange of information and knowledge helps build good agreements and tends to improve relationships.
9. *Frame problem-solving questions in ways that include important needs of both parties.* A good question enables parties to move beyond positions because it identifies important interests that need to be met by both parties. (What do we want to avoid? What goals can we both agree on? What kind of agreement can enable you to _____ and me to _____? How can we assure that an agreement addresses Concern A and Concern B?)
10. *Look hard for areas of agreement and be clear on where you disagree.* This will help you develop an agreement that is "do-able" and that has the best chance for success.
11. *Specific offers require a yes or no response.* Specific offers help frame limitations and possibilities. Specific offers answer questions like: What do you do? What do I do? When? Where? How much? How often? Over what period of time?

Appendix B

Glossary

This glossary has been developed to accompany lessons in *Conflict in Context*. In most cases, the definitions do not mirror dictionary definitions. The definitions are intended to help students understand words and terms within the political or economic context they are used in this book. Most of these words and terms are used to define controversial issues, and would be defined differently by individuals or groups holding different values or promoting different agendas.

AD HOC: A committee, or group, that addresses a specific type or problem and disbands after completing the task. Government and human service agencies often appoint ad hoc committees, comprised of individuals with expertise about a specific topic, to investigate a problem and make recommendations for fixing it.

ADVISORY: A person or organization that is asked for advice. The person or organization seeking advice is not obligated to follow the advice. See JURISDICTION.

APARTHEID: A rigid system of government-sponsored racial segregation practiced in South Africa until it was abolished in the early 1990's.

ARABLE LAND: Land that is suitable for successfully growing crops. Nations without enough arable land to produce sufficient food for their population face hunger or dependence on another nation for aid, unless have other valuable resources available for trade. Some nations use their arable land to grow cash crops, resulting in domestic hunger.

ARID LAND: Land that is barren or unproductive because of a lack of moisture.

ATROCITIES: Extremely cruel or brutal treatment of a person or a group of people. Child soldiers are often forced to commit atrocities to desensitize them to the horrors of war.

AUSTERITY: An economic condition that is severe or harsh. Example: nations that were part of the former Soviet Union are now struggling through a period of austerity as they try to build the economic foundation of a new nation.

AUSTERITY PLAN: A strict plan to manage a financial crisis. The World Bank may develop a resource management plan for a nation experiencing a financial crisis. A loan would be made to the nation, only if it complied with the plan.

AUTONOMOUS: The state of being independent or having complete authority without oversight.

AVERAGE: A mathematical term that indicates something that best represents the middle of a group or the mean.

BILATERAL: An agreement involving two parties. Example: The United States and Japan have a bilateral trade agreement with one another.

BLIGHT: The spread of a sudden and severe plant disease. Insects, climate or bacteria may cause it. Poor nations often experience famine following blight, and are then dependent of foreign aid or development loans.

BROKER: A person, or organization that represents another person/organization in negotiating a deal, agreement, or business transaction. Example: Someone who manages the resources of other people or nations to help them gain the greatest profit possible.

CANNON FODDER: Soldiers, sailors, or other military personnel that will most likely be killed or wounded in combat. Critics say this is the price that a military leader is willing to pay to increase the likelihood of winning a battle.

CAPITALIZED: When specific projects receive funding they are capitalized.

CARICATURE: A drawing, or written or spoken description of someone or something which exaggerates one part of their appearance. The method is often used to make fun of someone or something.

CASH CROPS: Agricultural crops that bring income into a community. Problems arise, however, when farmers stop planting traditional foods necessary to feed the community and plant crops that will only be exported, or when people or corporations force traditional farmers to sell their land and then use it to grow crops for commercial export. This results in unemployment, hunger, and poverty within the native population.

CHIEF EXECUTIVE OFFICER (CEO): The person that holds the top executive position in a company or organization.

CHILD IN NEED OF SUPERVISION: A child that is considered, by a court, to be delinquent or neglected and in need of supervision in an institution or by people other than those who have been caring for them.

CONCEALED PROPAGANDA: Messages that are designed to influence peoples' ideas or attitudes without them knowing it. The message generally includes subtle bias.

CONSUMPTION: In economics, this is the total spending, by individuals or a nation, on consumer goods during a given period.

COVERT (see CONCEALED PROPAGANDA): A comment or action that is concealed or hidden.

DATA: Facts or numbers that are used to better understand a situation or to help make a decision.

DEBT: Something, such as money, that is owed to someone else.

DEBT DOLLARS: Funds that are used to pay off debts and interest on debts.

DEBT SERVICE: The amount of principle and interest that must be paid on a debt during a certain period of time. Developing nations often find themselves in the position of using all of their financial resources to repay debts, making it impossible for them to pull themselves out of a state of perpetual poverty.

DECLARATION: A document that makes a pronouncement.

DECLASSIFIED: Classified or secret information that is only available to people who have security clearance. Declassified information has previously been classified and is now open to public scrutiny. Information is sometimes classified to keep secrets from enemies and sometimes from the general public.

DEFORESTATION: The loss of a forest, usually at the hands of humans. Consequences include: the loss of plant and animal life; the loss of natural resources necessary to sustain the employment of local populations; and erosion.

DELINQUENCY : A formal determination that a child has violated the law or behaved in a manner that is socially unacceptable.

DESENSITIZED: The process of losing normal human sensitivity. People who are placed in inhumane situations often lose their ability to realize how inhumane situation is. Example: Child soldiers are forced to commit inhumane acts to eliminate their sensitivity to human suffering. Victims often lose sensitivity to cruelty in order to cope with an otherwise impossible situation.

DETERRENCE: The use of strategies, such as threats, that are intended to prevent persons, institutions, or nations from taking an action that is harmful to your interests.

DEPENDENCY AND NEGLECT: A child who does not have basic physical and emotional needs met can be deemed dependent and neglected by a court of law. The Court has authority to find a more suitable and safe situation for the child.

DESERTIFICATION: The rapid depletion of plant life and the loss of topsoil in semi arid regions, usually caused by drought and/or overuse of the land by people. Land that was once agriculturally productive becomes unproductive desert.

DESICCATED: Totally dehydrated.

DESTABILIZE: Making something unstable or insecure. Dissidents, rebels, or agents of foreign powers often seek to destabilize a society or situation in order to disrupt or overthrow a government, often resulting in a threat to world peace.

DETAINED: A term used to describe a situation where a person is illegally held against his/her will, often by a repressive government. The practice is used to prevent people from protesting government action.

DEVALUING: A decrease in the official price of a nation's currency compared to the currency of other nations.

DEVELOPED NATION: The term is usually used to describe a "First World," capitalist nation that has sophisticated industrialization and technology. Also refers to former Soviet Bloc socialist nations that are industralized and use modern technology.

DEVELOPING NATION: A nation that is acquiring modern means of production, assuming the management of their natural resources, and training their population to utilize skills necessary to upgrade their standard of living.

DEVELOPMENT: The process whereby a nation becomes politically independent, economically secure, and technologically advanced.

DICTATOR: A single person who has absolute control over a nation. These people generally violate the human rights of people in the nation. Examples: Adolf Hitler in Germany, Benito Mussolini in Italy, Josef Stalin in the Soviet Union.

DISAPPEARED: Refers to people who have been taken into custody by a governement that denies the victim is being held. "Disappeared" people are often at risk of torture or extra-judicial execution. The practice, and the threat of disappearing, is used to stop and prevent political opposition to government policy and practice.

DUAL-USE ITEMS: Raw materials that can be used to produce weapons OR other items used more constructively.

ECONOMIC GROWTH: An increase in the total production of a nation over time. It is usually measured by the annual rate of increase in a nation's GDP.

ECONOMIC SECURITY: Having sufficient economic resources to know that basic needs will be met on an ongoing basis. The term can apply to an individual, family, community, or nation. Different people in different situations define basic needs very differently.

ECONOMIC STABILITY: Having an economic plan in place that reduces dependence on outside aid and increases the use of domestic resources.

EQUITY: A body of law that is intended to correct and enforce basic human rights.

EROSION: A process whereby gravity, wind, ice, water, poor agricultural practices, or irresponsible development wears away the surface of the earth. When topsoil is eroded the land can no longer support agriculture and often accumulates dangerous concentrations of toxins.

EXTERNAL SECURITY: The degree of security experienced as it relates to factors outside of one's primary community.

EXTRAJUDICIAL: Actions taken outside of a legitimate court or legal system.

FELONY: A very serious crime, such as murder, treason, or rape.

FIRST WORLD: Major industralized non-communists nations, including the United States, Canada, and Japan.

FISCAL YEAR BALANCE SHEET: A written statement that provides data showing the financial status of an organization or nation on an annual basis.

FLOORS AND CEILINGS FOR RIGHTS: Human (and worker) rights activists have demanded that international corporations establish and comply with standards of basic rights that are guaranteed to everyone. One right would be a guaranteed "living wage." These rights are referred to as floors—the lowest level of acceptable rights. Ceilings refer to rights that someone can work his/her way up to.

FOREIGN AID: Financial, and other resources, given to nations in crisis, by nations with abundant resources.

FOURTH WORLD: The world's most poverty stricken nations. They each have a very low GNP (Gross national product) and are greatly dependent on foreign aid for survival. These nations do not, generally, have established democratic governments.

FREE MARKET (FREE TRADE): A policy or economic situation/ scenario where a government chooses not to intervene in trading between nations by imposing tariffs, quotas or other restrictions. Controlled only by supply and demand.

GENETIC ENGINEERING: Human manipulation of DNA to create plants or animals with enhanced traits or characteristics that are considered to make a plant, animal, or human more profitable, attractive, or stronger. Individuals and organizations opposed to such practices raise legal and ethical questions about the consequences of the practice.

GENTRIFICATION: The practice, by investors of middle class families, of buying and renovating property in deteriorated urban neighborhoods. Low-income families and small businesses are often displaced by the practice.

GLOBALIZATION: Considered by some, an attitude or policy that places the interests of the entire world above that of individual nations. Critics of the phenomena are protesting the 'globalization' movement as one that allows wealthy individuals, corporations, and nations to exploit world resources for profit at the expense of needy individuals and nations.

GROSS DOMESTIC PRODUCT (GDP): The total value of goods produced within a country during a given year. The figure is adjusted for inflation. Wealthy nations contribute funds to the World Bank based on their GDP. Funds are then lent to poorer nations.

GROSS NATIONAL PRODUCT (GNP): The value, at current market prices, of all goods and services produced during a year by a nation.

HUMAN RIGHTS: The basic rights (adequate food, shelter, safety, and dignity) that all people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, gender, sexuality, sexual orientation, or abilities.

IMPOVERISHED: The state of living in extreme poverty. The term can be applied to a person, group, or entire nation. It is often applied to the conditions under which people in Third or Fourth World nations live.

INDUSTRIALIZED NATION: A nation that has developed and benefits from technological advancement.

INDUSTRIALIZING NATION: A nation that is in the process of developing.

INFRASTRUCTURE: The basic framework of components and facilities serving a community or nation. Examples: government, roads, power plants, and schools.

INTERNAL SECURITY: The level of security that is experienced within a nation, or within a cultural or other group.

INTERNATIONAL LAW: A body of laws, rules, or legal principles that are based on custom, treaties, or legislation that controls or affects the rights and duties of nations in relation to each other.

INTERNATIONAL MONETARY FUND (IMF): An agency of the United Nations, also known as the World Bank, established in 1946. Its stated purposes are to promote international monetary cooperation, facilitate the expansion and balanced growth of international trade, and eliminate barriers to free trade. Critics allege that it fosters dependence rather than independence.

INVINCIBLE : A person or nation that is so powerful that they/it cannot be conquered or defeated. It may be compared to a cartoon super-hero.

INSURGENT: A person or group that rebels against the government or other political authority.

JUDGEMENT: A final decision made by a court, or a moral principle that sets fair standards of conduct for all people.

JURISDICTION: The legitimate authority to set and enforce rules or regulations within a certain territory. For example: The United Nations usually does not have jurisdiction to make decisions for nations involved in a conflict. They serve only in an advisory capacity most of the time

JUSTICE: Promotes practices that are fair, impartial, and humanitarian. Individuals and organizations that seek justice are seeking humanitarian and lawful remedies to conflict or violations of widely accepted standards.

LABELS: A written explanation to clarify exactly what something is, or is meant to represent.

MEAN: An average. Example: for the numbers 1, 3, 6, 10, and 20, the mean is 8.

MEDIAN: The number that falls exactly in the middle of a series of numbers that are listed in numerical order. Example: for the numbers 1, 3, 6, 10, and 20, the median is 6.

MEMORIAL: A written statement of facts presented to a government or organization by a group of nations. It presents background about a problem and requests intervention to resolve a conflict.

MISDEMEANOR: A crime that is not very serious. Usually a crime that does not cause a great deal of harm to a person or the property of a person, or other entity.

MONARCH: A person who has absolute authority in a nation (a king, queen, or emperor), or has inherited a prominent role in the government of a nation.

MORATORIUM: A decision to temporarily delay ongoing or planned activity. Nuclear testing, for example, can be halted, thus undergoing a moratorium.

MULTILATERAL: An agreement, or treaty, entered into by two or more governments. Example: Disarmament agreements.

NATIONALIST SYMPATHIZERS: Individuals or groups who are committed to the promotion of their own nation at the expense of international considerations.

NOMADS: People, often living in tribes, who do not live in one fixed place. They are often hunters, gatherers or herders in Africa or Asia.

NON-GOVERNMENTAL ORGANIZATION (NGO): An organization that is not comprised of states and not part of any state agency. NGO's include professional organizations, independent human rights organizations, special interest groups and other grass-roots volunteer and charity organizations. These organizations often promote humanitarian causes.

NON-INDUSTRIALIZED NATION: A nation that has not had the economic resources to develop modern industrialized methods or has politically been prevented from doing so.

NONPROSSESSOR STATES: Nations that do not have the technology to develop nuclear weapons, or any other means of acquiring them. They might or might not want to do so.

NONPROLIFERATION: An agreement among nations that they will not contribute to the spread of nuclear weapons. In 1968, 115 nations signed a Non-Proliferation Treaty. India, Pakistan and Israel, all nations with nuclear capacity, have not signed the Treaty. Since the break up of the Soviet Union, nuclear weapon technology, it is believed, has been smuggled to Eastern Bloc nations.

NORTH: Refers generally to the industrialized and developed nations that are found predominantly in the northern hemisphere.

OPPORTUNITY COST: The value of the next best use for materials or an alternative use of a resource that was not used. Example: If a community could build a school or a hospital on the same site, and decided to build the school, the opportunity cost would be the loss of the hospital that might have been built.

OPPRESSIVE: An action or policy practiced by a person or group that harshly or unfairly limits the freedom, opportunity, or safety of others. Dictators are often considered oppressive.

OVERGRAZING: The practice of allowing animals to continuously graze on land or of putting more animals than the land can support on a piece of land. The land then becomes unproductive.

OVERT: A comment or action that is not concealed, and is open to the public – see REVEALED PROPAGANDA.

PARAMILITARY: An organization that resembles the military of a nation (i.e. training, uniforms, equipment), but does not officially represent a nation. These organizations often train in secret and have different values or goals than the official government of the nation where they operate.

PART-ONE CRIME: A very serious crime. A felony.

PER CAPITA: Measuring something based on the amount possessed, or used, by one person. Example: The per capita consumption of bread, or oil, by U.S. citizens in a week.

PREAMBLE: The introduction to a law or a constitution which describes its purpose.

PROLIFERATION: The rapid spread of something, such as nuclear weapons.

RECONSTRUCTION: The process of constructing something in a new or more useful configuration. Example: The terms of a loan can be revised to better serve the parties involved.

REVEALED PROPAGANDA: A message that includes obvious bias.

SANCTIONS: A punitive measure, usually taken by a group of nations, against a targeted nation. It is intended to pressure the offending nation to change policies or practices that violate international law or globally agreed upon values.

SATIRE: The use of irony, sarcasm, or ridicule to expose foolish or improper actions.

SCARCITY: A good or a service that is not available in unlimited quantities. An item does not need to be rare to be scarce. Sometimes scarcity is based on human decisions, as opposed to availability of natural resources. Wheat might be scarce because a decision was made not to plant wheat in a certain area.

SCOURGE: The cause of an affliction or disaster.

SECOND WORLD: This term is used to describe the political, economic, and technological status of nations. Economically and technologically it describes the world's industrialized nations, other than the United States and former Soviet Union. Politically, it describes the communist and socialist nations of the world

SEMI-ARID LAND: Land that is fragile and can only be agriculturally productive with a limited variety of crops.

SOIL DEGRADATION: Overuse of land that results in the destruction of soil, which can then no longer profitably support agriculture.

SOUTH: Refers generally to the lesser industrialized and developed nations found predominantly in the southern hemisphere.

SOVEREIGN: The state of being independent and not obligated to consider the influence of others. The term may apply to a person or a nation.

STEREOTYPING: Oversimplifying, or generalizing, about a person or group of people without regard for their individual differences. Even stereotypes that appear positive can have negative consequences.

SURPLUS RURAL LABOR: The situation where a community has more people needing employment than there is work available. These workers either live in poverty or migrate to urban areas, without their families, to fill temporary, insecure positions.

SUSTAINABLE DEVELOPMENT: A development plan that increases the economic stability of a nation while considering the protection of natural resources.

SYMBOLS: Words, actions, or pictures that are intended to represent concepts or ideas. Usually meant to elicit a political or emotional response.

THIRD WORLD: The term is used to describe the economic, political, and technological status of nations. It refers to underdeveloped nations that are experiencing widespread poverty, and developing nations that are becoming industrialized. Most of these are in Asia and Africa. They are also identified by the fact that they are not aligned with the political and economic policies of the United States or former Soviet Union.

THRESHOLD: The point where an idea or activity becomes effective or useful. Example: An income level that is used to determine whether needy people/families qualify to receive aid.

TOPSOIL: The fertile upper part of soil that is necessary to productively grow crops.

TRADE UNION: An organization of workers that do similar jobs and work together to protect their job security and rights. These organizations often advocate for the human and economic rights of entire communities, beyond the membership of the group.

TRADITIONAL DEVELOPMENT : Development that is reliant on aid, advice, and controls that come from a foreign nation.

TRANSNATIONAL CORPORATION: A corporation that conducts business in numerous nations. Critics observe that these corporations often avoid complying with safety, environment, or labor regulations by conducting different components of their trade in nations where there are the weakest restrictions or enforcement of laws.

UNDEVELOPED NATION: Nations that are not industrialized, or democratized, and are considered underdeveloped by industrialized nations. Usually these nations view industrialization as progress.

UNILATERAL: Taking a position, or initiating an action, independent of the consent or participation of other concerned parties. Example: In 1965, Zimbabwe (then called Rhodesia) unilaterally declared their independence form Britain. Britain was not part of the agreement.

URBAN RENEWAL: The process of rehabilitating dilapidated buildings with new housing, parks, public buildings, roadways etc. The process often displaces the economically poor that were once able to afford to live in the area.

VESTED INTEREST: A person or group that will benefit most from an agreement or plan.

WEAPONS OF MASS DESTRUCTION (WMD): Chemical, biological, and nuclear weapons that have the capacity to annihilate entire populations.

WORKFARE: A requirement that people receiving government economic aid engage in a program where they find employment.

WORLD BANK: An organization that promotes economic and social progress in developing nations. It provides funding and advice, and stimulates outside investment into the nations.

WORLD TRADE ORGANIZATION (WTO): Established by a Treaty in 1994 with the purpose of expanding world commerce by eliminating tariffs and promoting free trade. In 2000, the WTO had 166 member nations. Critics of the organization contend that it unjustly exploits poor people and nations while profiting rich individuals and corporations.

Appendix C

Handouts

Discovering Our Differences Bingo

Favorite Food	Month of Birthday	Favorite type of music	Music I can't stand	City and state of birth
Eye color	Ethnic group I belong to	Typical meal my family enjoys	I hate to cook	I love math and science class
Favorite television program or channel	Country I would like to visit	Number of siblings	Type of pet I have	Type of pet I would like to have
If I won the lottery I would	My greatest fear I can tell you about	Household chore I like to do	The age I would like to be	Most important family gathering
Favorite way to spend Saturday	What I want to be doing in ten years	My favorite time of the day	Handedness	I like body piercing and tattoos

2-2a

Managing Conflict

Title of book:____________________ Author: ______________________

Describe a major problem that characters in the book were faced with.

List the people or groups who were involved with the problem and tell what roles they played in relation to the problem.

Could the problem be described as a situation where different characters simply had alternative ideas or values? Why? Why not?

Brainstorm as many solutions to the problem/conflict that you can think of.

How did the characters in the book resolve the problem?

Explain the solution you think would best solve the problem for everyone involved:

Conflict Continuum Cards

Lack of clarity, awareness, or information	Misinformation
Difference of opinion	Disagreement
Argument	Dispute
Verbal threats and intimidation	Threatening postures and facial expressions
Verbal and psychological attacks and abuse	Physical acts of aggression and abuse

2-3b

The Conflict Continuum Worksheet

Using the words and terms on your ten cards, create a continuum that illustrates the most typical sequence that you think most conflicts follow.

Selecting from the words and terms on your ten cards, create a continuum that best reflects how the emotional intensity of the parties involved would likely escalate.

Selecting from the words and terms on your ten cards, create a continuum where prevention strategies are a possible response.

Using the words and terms on your ten cards, create a continuum where intervention may be the only possible response.

Using the words and terms on your ten cards, create a continuum that demonstrates how the conflict that you are studying could be more peaceably resolved.

Five Dimensions of Conflict

The five dimensions of conflict below chart a typical conflict, whether it is interpersonal or global.

DIMENSION # 1:
Who or how many parties are involved?

- ☐ Internal – a conflict within oneself
- ☐ Interpersonal - a conflict between two or more individuals
- ☐ Intragroup – a conflict within a group (Groups can be institutions, organizations, or any groups of people who share a specific role or identity.)
- ☐ Intergroup – a conflict between two or more groups
- ☐ International – a conflict between two or more nations
- ☐ Global – a conflict that directly or indirectly has an effect on all people and nations in the world
- ☐ Transboundary – a conflict between groups that is based on their positions in relation to a geographical boundary

DIMENSION # 2:
What are the sources of conflict? What is it over?

- ☐ Conflicts Over Resources (Human Resources; Things and Capital; Natural Resources; Land and Territory)
    - When people, groups, and nations are competing for the same resources
    - When there is a dispute over who has a right to certain resources
    - When people, groups, or nations want to take someone else's resources or prevent someone from getting needed resources

- ☐ Conflicts Over Values (Beliefs, Choices and Perspectives, and Preferences)
    - When people, groups, and nations have relations with each other, but hold different deeply held beliefs about the role of an individual, group or family within their culture, cultural practices, politics, and religion
    - Conflicts over "what is most important"

- ☐ Conflicts Over Psychological Needs (Power and Control, Emotional Needs)
    - Conflicts related to an individual's or group's need for respect, love, affirmation, approval, friendship, and power over their own fates
    - Conflicts related to the need of individuals to belong and have the opportunity to develop and achieve
    - Conflicts that arise when psychological needs are not fulfilled
    - Conflicts between an individual and other people or institutions when obstacles prevent someone from having their needs met

DIMENSION #3:
Relationships between/among conflicting parties.

The type of relationship that exists between conflicting parties will often determine the intensity of the conflict and its outcome. Important questions to ask include:

☐ What kind of climate is present between conflicting parties? How can the climate change the outcome?

Trusting or Suspicious

Friendly or Hostile

Open or Resistant

Calm or Emotionally Tense

☐ Do parties come to the conflict with equal power or a power imbalance? Does any one party control the resources and decision-making process?

☐ What is the degree of interdependence between the conflicting parties? (In other words, do the actions of one person or group seriously impact the others involved in the conflict?)
  - How often do the parties see or interact with one another?
  - Is a positive relationship valued equally by both parties?
  - Does each party need the cooperation of the other to achieve important goals?

☐ How well do the parties know one another?
  - Does the relationship matter to both or one of them? How much?
  - Does it matter if conflicting parties come from different cultures and know little about the other?

DIMENSION #4:
What is the history of the conflict?*

Usually the longer a conflict exists, the more intense and complex it becomes, and therefore, the more difficult to resolve. Yet, there is also a point when parties can become so "battle weary" that they finally see resolution as the best strategy.
Factors that complicate a conflict:

☐ The duration of the conflict.
  - How long has the conflict continued?
  - Are the original parties still actively involved in the conflict?

☐ The frequency of the conflict.
  - How often has the conflict reemerged?
  - Are there periods when the conflict escalated to severe levels?
  - Did this conflict develop in stages?

☐ The intensity of the conflict.
  - How life threatening is the conflict?
  - Is the conflict emotionally or ideologically charged?

☐ The perception of the conflict by both those directly involved and those who witness it but do not feel directly affected by it.
  - Do people "see" the conflict as serious or irrelevant? (Conflicts can remain unresolved when there is little or no pressure to address them – when people from `inside' or `outside' the conflict don't perceive it to be compelling enough to resolve. Conflicts are not always visible, or easily identifiable. In these situations, the conflict remains, even though it is hidden from view or ignored.

*The historical conflict between Israel and Palestine is a good example for discussing this dimension.

DIMENSION # 5:
The Process: How do we choose to deal with the conflict?

In every conflict, all parties involved make choices to take some action they think will help them get what they want and need. These choices may be spontaneous or calculated, constructive or destructive. Conflicts can develop in stages and consequently may involve many different responses as the conflict proceeds. Some of those choices are:

☐ Avoidance – deny, ignore, or back off the conflict

☐ Diffuse the conflict – postpone, wait, gather data, or check it out

☐ Engage in the conflict – methods might include:
  - Direct Force or Competition
  - Accommodation – to adapt or adjust
  - Compromise
  - Use Collaborative Problem-Solving

Practice Restorative Justice- valuing community continuity and well-being in the solution

Diversity and the Conflict Escalator

There are three basic ways that human diversity contributes to the escalation of conflict:

1. Ammunition – The conflict begins to escalate, but not necessarily because of the diversity. Then differences are dragged into the conflict as ammunition, usually in the form of name-calling.

   Example: Roberto and Steven are two boys taking turns playing a game on a computer. Steven thinks it is his turn to play, but Roberto won't give it up. They bicker for a while and as the conflict escalates, Steven says, "What are you, a Homo?"

2. Misunderstanding – The conflict begins and escalates because of a misunderstanding that is rooted in cultural difference. The parties involved don't understand each other's actions because they don't understand each other's culture. As a result, each part misinterprets the behavior of the other.

   Example: Sondra, who is African-American, has just become friends with Sung Quat, a Cambodian-American classmate. As Sondra gets off the bus one morning, she sees Sung Quat across the schoolyard. She shouts and waves to her, but to her surprise Sung Quat folds her arms and turns her back. Sondra is hurt, thinking that her new friend has rejected her. What Sondra doesn't realize is that, according to Cambodian culture, she has just humiliated Sung Quat by causing everyone in the schoolyard to look at her.

3. Prejudice –The conflict begins and escalates because one or both parties have prejudices against the other. These prejudices lead them to make assumptions and to act based on their prejudices. These assumptions and actions contribute to the conflict escalating.

   Example: Jason and Marcus are using the computer, the only computer in the classroom. They are playing a math game. Alicia comes up and asks if she can play the game, too. "I'm really good at it," she says. "I play it at home with my Dad." Both boys wave her away. "This is for boys only," says Jason. "Yeah," says Marcus. "Girls are no good at computers or math."

Ammunition, misunderstanding, or prejudice may occur singly or in combination. For example, a conflict rooted in prejudice may involve ammunition as it escalates. Or one may lead to another: a conflict that begins as a misunderstanding can lead to the disputants developing real prejudices.

Diversity and Conflict Scenarios

1. Brooke is registering for classes for her next semester in high school. She tells the registrar that she intends to take trigonometry. She is told that there are a lot of boys who want to take the class and she should sign up for a different class. Brooke is furious and insults the registrar based on his personal appearance.

2. While you are waiting in line to get on the bus, one of your classmates calls out to someone across the street, "Hey, you! Are you queer?" The person across the street walks away quickly.

3. A student in your math class says to you, "Why are all Asian students so good at math?"

4. Your friend tells you a joke that makes fun of a Spanish-speaking people. You don't think your friend is a racist.

5. There is a long line in the school cafeteria. You are near the back and see Clyde, an African American student, cut in at the front of the line to stand in line with a friend. Someone near you says, "Those blacks never obey the rules."

6. George asks Jose to borrow a dollar. Jose is agitated and tells George he is not a banker. George later tells another friend that he shouldn't have asked Jose to borrow money. He is afraid that Jose, a Latino, is probably a gang member and will get his gang to attack George.

7. While watching the girl's basketball team practice, a friend says to you, "What a waste of money this is. Men want women who can cook, not shoot hoops."

8. Tom is a new student at your school and you just met him for the first time. Tom is African American. You ask him if he is going to play on the football team.

9. Several classmates are talking. They are planning to tease a developmentally disabled man in the neighborhood by offering him money to tap-dance in the street.

2-6a

Carpool: It's the Law

A BILL FOR AN ACT

CONCERNING THE RESTRICTIONS ON DRIVING INDIVIDUALLY OWNED AUTOMOBILES (NOT USED FOR BUSINESS) INORDER TO REDUCE AIR POLLUTION.

BILL SUMMARY Requires individuals to be employed at locations not more than 15 miles from their homes; requires that individuals not drive alone during high pollution months; limits the amount of gasoline which may be purchased by individuals during high pollution months.

Be it enacted by the General Assembly of the State of Colorado:

Section 1. Place of employment – restrictions. It shall be declared unlawful for an individual to be employed at any stationary place of business, industry, or commerce that is located more than 15 miles from his/her place of permanent residence.

Section 2. Driving alone. It shall be declared unlawful for an individual to drive alone during any 24-hour period during the high pollution months from November 1st to January 31st.

Section 3. Gasoline purchase.

(1) During the high pollution months of November 1st to January 31st, individuals may only fill their automobile gas tanks with gasoline once every two weeks. The day of the person's fill-up shall be determined by the last digit of their license plate number.

(2) A nontransferable card shall be issued to each automobile owner and will be stamped on the appropriate license plate day. The schedule for fill-ups shall be followed: Last digit of 1=1st and 3rd Monday; last digit of 2=1st and 3rd Tuesday; last digit of 3=1st and 3rd Wednesday; last digit of 4=1st and 3rd Thursday; last digit of 5=1st and 3rd Friday; last digit of 6=2nd and 4th Monday; last digit of 7=2nd and 4th Tuesday; last digit of 8=2nd and 4th Wednesday; last digit of 9=2nd and 4th Thursday; last digit of 0=2nd and 4th Friday. The State shall give monetary awards to individuals and groups that consistently and cooperatively carpool for periods of six or more consecutive months.

Section 4. Any person violating any provision of this act shall be subject to a fine of up to $300.00 and a jail sentence of up to 90 days.

Section 5. Safety Clause. The general assembly hereby finds, determines, and declares this act necessary for the immediate preservation of public peace, health, and safety.

Commuter Profiles

Cut profiles apart and randomly give one to each student. Tell students not to be concerned about the gender of the roles they are given.

Your name is Juan. You live 7 miles from your place of work. You hate getting up in the morning and wait until the last minute to get ready for work. If you aren't stopped by any red lights and drive just a little bit fast you can drive to work in 12 minutes. Lately your plan has not worked out too well. You have received two speeding tickets. You like to listen to rock music when you are driving. It helps wake you up. You have to be at work at 9:00, and are ready to leave at 5:00, except on Tuesdays when you have a staff meeting that usually doesn't end until about 5:30 or 6:00. Your work is south of your home.

Your name is Janet. You work 3 miles from your home. On the way to work each morning you drive by the home of your elderly mother to make sure she is O.K. Your mother's house is only 2 miles out of the way and you only stay for five or ten minutes to talk to her, if everything is all right. You worry about the new car pool law because you will not be able to drive to your mother's house as often as you would like to in the future. You like to listen to classical music in the car. You have to be at work by 9:00 and can leave at 4:00. Your work is west of your home.

Your name is Frank. You are a teacher and must be at work at 8:00 a.m. You are ready to go home at 3:30, and live 4 miles from the school. After school you are hungry and like to stop at a fast food restaurant to quickly eat a burger. These daily snacks are important to you, and you do not want to give up the daily habit. Your school is west of your home.

Your name is Lorenzo. You are a music teacher at a school 6 miles from your home. You need to be at school at 8:00 a.m. and leave at 3:00, unless you are practicing for a concert and have to stay until about 5:00. You like to take different musical instruments home with you to practice. You must ride in a car large enough to hold different sized instruments. Your school is north of your home. You like to listen to big band music when it is on the radio.

Your name is Jamal. You work 5 miles from your home and must be at work at 7:30 a.m. You are done with work between 3:00 and 4:30 p.m., depending on what time you finish your daily work. You take great pleasure in listening to loud rock music when you drive, and have lots of good tapes that you can bring to play in other people's cars. You want to ride with someone with a good sound system. Your work is west of your home.

Your name is Tom. You work 7 miles from home and have to travel in a northern direction to get to work. You are very religious and do not want to be in a car with people who do not share your values. You cannot tolerate crude and rude jokes or taking the Lord's name in vain. It would be perfect if you could car-pool with people who would like to listen to religious tapes with you on the way to work and back. You do want to be a good neighbor and good environmentalist.

Your name is Nan. You live 9 miles from your place of work, which is west of your home. You must be at work at 6:00 a.m. and work until 3:00. You would like to car pool with someone who can pick up your babysitter on the way to your house in the morning and drop him off at his house on the way home. The babysitter only lives one mile west of your house. You do not support this law and think it is too great a burden for people with small children.

Your name is Connie. You live 8 miles from your place of employment. You don't like to drive and would be happy to have someone else drive you to work. You would like to use commuting time to meditate in total silence. Meditation relaxes you before going to a demanding job. You have to be at work at 8:30 and are ready to leave at 5:00. Your work is north of your home.

Your name is Pablo. You work 5 miles northwest of your home. You are a professional and dress very formally and will only ride in a car that is perfectly neat and clean. Otherwise you feel you are easy to get along with. You would prefer to drive with people with whom you can discuss the stock market.

Your name is Tomas. You are a student at the University six miles from your home. On Monday, Wednesday, and Friday your first class starts at 8:00 a.m. and on Tuesday and Thursday you don't have to be at school until 10:00 a.m. On most days you come home from school at about 3:00. But, if you have an assignment due you sometimes work at the library until evening. Your schedule changes every four months and you will graduate in two years. The University is west of your home.

Your name is Margaret. You work 7 miles from your home, and have to be at your place of employment from 8:00 a.m. to 5:00 p.m. You have three children and a babysitter who takes care of them after school until you get home. You want to get home from work as soon as possible so you don't have to pay the babysitter any more than necessary. Sometimes you need to stop at the grocery store on the way home from work to get something to fix for dinner. Your work is northwest of your home.

Your name is Ralph. You work as a substitute teacher at several schools. You do not know until early each morning if you will be working, or where you will be working. Most of the schools that you work at are within 10 miles of your home. You must be at school by 8:00 in the morning and are ready to leave about 3:30. Because you always find out at the last minute if you are going to work or not you must get ready in a hurry and don't have time for breakfast. You are in the habit of eating your breakfast in the car on the way to work. You are very supportive of this law and want to make it work.

Your name is Steven. You work in an auto body shop 4 miles south of your home. You go to work at 7:00 a.m. and leave about 6:00 p.m. You are pretty easy going and friendly. You want to let people know in advance that your clothing is often pretty dirty at the end of the day. You don't want to share rides with anyone who is going to be upset about you getting into their car with dirty clothing.

Your name is Angela. You must be at work at 7:00 a.m. and are ready to leave at 5:00 p.m. Your car is not working right now, and you can't afford to fix it. So it would be particularly helpful to ride with someone who is willing to use his/her car exclusively for a while until you can get your car fixed. You would be happy to compensate for the inequity by bringing homemade treats to eat on the way to or from work with your neighbor. You do not want to drive with anyone who listens to the news on the car radio…it is too depressing to listen to all of the world's problems.

Your name is Brooke. You work 9 miles from your home. The time you have to arrive at work is flexible and you can arrive anytime between 8:00 a.m. and 10:00 a.m. You must work eight hours each day, so the later you arrive the later you stay. You usually take a 1 hour lunch break. You are a chain smoker and want to be sure you ride with someone who is not going to harass you about your smoking.

Your name is Eric. Your home is 7 miles south of your business. You have a brand new—very expensive—car. You absolutely do not want anyone eating in your car or getting in it with muddy feet or anything else that will mess up your car. You have to be at work at 7:30 and you leave around 4:00. You are not happy about this new law. You bought a new car so you can drive around and show off your cool car.

Your name is Gordon, and you are a physician. You get to your office at 9:00 each morning and leave about 4:00 p.m. You try to maintain a regular schedule, but often must go in early or stay late if you have a patient in need of special care. You need to carpool with someone who understands the obligations of a physician. You like to listen to the news when you are in the car and hope you don't have to ride with someone who expects you to make conversation. Your home is south of your office. They are 7 miles apart.

Your name is Virginia. You are a cashier at a local supermarket. You generally work the day shift from 7:30 a.m. to 4:30 p.m. You are a full time employee, but you are concerned because you think your hours might be cut after the new law goes into effect. People think that there will be less business at the grocery store. You need to find someone to carpool with you, but if your hours are cut you may not be able to participate on a daily basis. The grocery is 3 miles south of your home.

Your name is Mario and you are looking for someone who drives north to carpool with. Your business is about 3 miles from your home. You work routine hours, from 8:00 a.m. to 5:00 p.m., so you think it should be easy to find someone to carpool with. In fact it should be easy to find two or three people to share one car. That way you could all save more of your gas rations for pleasure. You really like meeting new people and consider this an opportunity to make new friends.

Your name is David. Your place of work is 6 miles from your home. You have to travel southwest to get to work. You have a flex–time schedule and work ten-hour days, four days a week. On Monday through Thursday you work from 7:00 a.m. to 6:00 p.m. You do not go to work on Fridays. You were recently in an automobile accident and are still suffering from whiplash. You will only drive with someone who drives very slowly and carefully.

Your name is Lee. You work 12 miles from your home and have to be at the office at 9:00 a.m. You are ready to leave at about 4:30 or 5:00. There is only one condition you will place on who you carpool with. You absolutely will not carpool with anyone who smokes cigarettes, or lets anyone who smokes in their car. You can't stand the smell of tobacco smoke. Your home is south of your place of work.

Your name is Theresa. You work part time from 8:00 a.m. until 1:00 p.m. on Monday, Wednesday and Friday. Your place of work is 7 miles north of your home. You know that it will be hard to find someone to carpool with, because of your unusual hours. You would be willing to take a book to work and stay around and read until 4:00 on some days, but not every work day.

De-escalating Conflict through Active Listening

When another person is angry, frustrated, or upset...

- Listen attentively while the other person expresses his or her anger, frustration, or upsetness.
- Listen for the feelings and the emotional intensity.
- Restate and reflect the feelings of the other person.
- Don't get defensive. Stay calm. Keep your focus on the other person.
- Encourage him/her to tell you more.
- In your first response, ask questions that can help clarify the other person's thoughts and feelings.

De-escalating Conflict through Active Listening: Role-Plays

Situation 1

Person A Expressing His/Her Problem	You are very angry. You dread getting into a car with people you have nothing in common with every day. They talk about the same things every day and are boring and they listen to terrible music. You feel that they were not honest about how they would all work towards getting along together and respecting each other's needs. You don't know what to do because the law requires you to car pool. You are angry with the government for passing the law and the people you have been forced to commute with every day.
Person B Active Listening and Responding	Most of the people you car pool with get along pretty well and try to make conversation with one another. But Person A has nothing in common with you and does not appear to make any effort to compromise. You don't want to make the person angry and understand that you would not be very happy if you had to ride with people that you did not like. You want to work it out, but don't think you are really to blame for Person A's anger. You want to calm the person down and try to work it out. If you are not able to work it out you will have to find another person to join your carpool. Person A is the most convenient person to ride with because you both work right near each other.
Person C Observer	Look for: non–verbal attending skills, interested silence, reflecting feelings, encouraging the other person to tell more, open-ended/clarifying questions, restating/summarizing, staying calm, and not becoming defensive.

2-6d, cont.

De-escalating Conflict through Active Listening Role-Plays

Situation 2

Person A Expressing His/Her Problem	You are upset because your car pooling arrangement is not working out the way you expected it to. The people that you car pool with are not punctual and it has caused you to be late to work. You are worried that your occasional tardiness will hurt your good reputation at work. You thought that punctuality and other responsibilities were agreed upon before you started car pooling together. You have been late a couple of times, but it has always been for a very good reason. You are upset and demanding an immediate change in their behavior.
Person B Active Listening and Responding	You feel that the car pooling arrangement is working out pretty well but it will take more time for each of you to learn to work together better. Everyone has been inconvenienced at one time or another, but no one has experienced serious consequences. You feel that person A is exaggerating the problem and overly emotional. You want to prove that the problems can be worked out. Additionally, you believe it is your patriotic duty to make the situation work. You don't want to make Person A angrier.
Person C Observer	Look for: non–verbal attending skills, interested silence, reflecting feelings, encouraging the other person to tell more, open-ended/clarifying questions, restating/summarizing, staying calm, and not becoming defensive.

The –Ate Processes of Peacemaking	Who controls the decisions?	Who controls the process?	Is the process Voluntary or Coercive?	What is the focus? (Relationships, Problems or Both)
Initiate: to cause or facilitate the beginning of; get going. Acknowledging a problem or bringing up a conflict is never easy, but somebody has to go first. One individual or group initiates a conversation or invites the other party to talk. Sometimes this means discussing a problem first with parties not directly involved in the conflict or engaging in unofficial, `back channel' communication to explore how parties might want to proceed and to help them identify the range of issues that they might want to discuss in the future.	Disputants	Disputants	Voluntary	Relationships
Communicate: to convey knowledge of or information about; to be friendly. The first step toward violence is often the refusal to listen. The possibilities of misunderstanding another party's values, motives, feelings, and meanings are endless. Effective communication involves: 1) knowing as much as you can about the other party and their perception of the problem; 2) non-verbal rapport building—respecting and matching the other party's pacing and style; 3) active listening; and 4) the ability to respond, question, and exchange information without pre-judgment.	Disputants	Disputants	Voluntary	Relationships
Conciliate: to make compatible. Sometimes individuals and groups may feel too hostile or alienated to even talk together by themselves. The term conciliate comes from the Latin conciliare, "to bring together." A third party brings two parties together to share concerns and feelings, air grievances, and explain their perceptions of a conflict. The purpose is to build a stronger foundation of understanding and trust, preparing the way for future problem solving. This is especially important for parties with deep differences and deeper resentments and anger.	Disputants	Third Party	Voluntary	Relationships

The -Ate Processes of Peacemaking Examples

Type of –Ate	Interpersonal	Community	International
Initiate	A student sets up a conference with her teacher to discuss an essay she wants to rewrite.	The Mayor suggests to unhappy City Council members that public hearings should be held in communities where residents feel neglected by the city.	Former President Jimmy Carter continues to maintain contact with government officials throughout the world to promote human rights projects.
Communicate	Mixed–messages between family members can lead to miscommun-ication. A parent may casually suggest that their child needs do the laundry, but never says when. Later, when the laundry has not been done, the parent is angry. The parent neglected to tell the child that the !aundry needed to be cleaned within an hour. The child planned to do the laundry after finishing homework.	A large corporation suddenly lays off 400 workers in a local factory without fully disclosing the reasons for the decisions. Citizens are outraged and neither group attempts to talk it through.	Physicians, nurses and other medical personnel visit third world countries. There they train para-professional health care workers and the few overworked doctors in small villages to use more modern techniques to prevent childhood diseases. They bring with them donated medical supplies.
Conciliate	Recurring conflicts between the same two groups of students might require an airing of grievances before students work with a counselor to diffuse the conflict. A facilitator may conciliate a meeting with co-workers who are experiencing ethnic or racial tensions in the workplace as a first step toward improving the climate and relationships at work.	Third parties may conciliate a gathering of 'old' neighborhood residents (who feel their security and property values are threatened) and 'new' immigrants (who just want to live there and don't feel comfortable participating in neighborhood customs).	A neutral party convenes a relaxed and informal gathering of 'North' and 'South' government officials and citizens that has no fixed agenda except to explore differences in values, needs, and interests, as well as common concerns.
Facilitate	Using a parent, a teacher, or students as a facilitator, can make a first conversation about where to go and what to do on a family or school trip a productive experience rather than an exercise in frustration. A facilitated process will ensure that one person doesn't dominate the discussion and can help people narrow down choices and possibilities.	When a community or local group of citizens wants to change a policy, decide a new course of action, or collectively plan an event, an impartial facilitator is helpful to avoid perceptions that the person who is running the meeting is "taking sides" with one group or another.	The United Nations must have more facilitators per capita than any other organization on earth. Whether it is the Children's Summit, the Earth Summit, or any of the hundreds of working sessions that various agencies convene annually, the UN's success in different arenas depends, in large part, on its capacity to facilitate constructive, productive dialogue among representatives from over 160 nations.

Type of –Ate	Interpersonal	Community	International
Negotiate (Formal)	Formal: A teacher and student arrive at a mutually acceptable schedule for the student to finish back assignments. Informal: Family members negotiate (i.e., who is going to do what family chores, and when). These decisions are dependent upon everyone's schedules and individual needs and requests. It usually involves trading some inconveniences for something that is very important to a member of the family	Formal: Neighborhood residents agree to let a fast food restaurant locate nearby if the restaurant builds a fence and plants trees and bushes to reduce noise. Informal: A school district agrees to develop a plan to add bilingual classes to meet the needs of an immigrant population that is new to the community. Teachers, school administrators, board members, government officials, students, and community residents develop an action plan that is mutually agreeable to all parties and addresses each group's concerns	Bi-lateral negotiations involve two parties (e.g., U.S./Russia II talks: strategic arms reduction talks involving the elimination of some nuclear weapons, the reduction of others, a timetable, and verification of agreement). Multi-lateral negotiations involve more than two parties (e.g., the Group of 7 —Canada, France, Germany, Italy, Japan, UK, and U.S.A.—working out agreements to eliminate agricultural tariff restrictions.)
Mediate	Mediation is often used by parents and teachers in situations where siblings or students are quarreling over 'stuff' and can't seem to work out the conflict by themselves. When parents or teachers mediate, they are ensuring that the children take responsibility for working out a solution.	Mediation clinics in schools, neighborhoods, and public institutions are places where disputants can bring their differences and work out a mutually agreeable solution, in an environment that is safe, with a third party who will not 'take sides.'	President Carter mediated the 1978 Camp David Accords between Israel and Egypt. Israel agreed to evacuate all of its settlements in the Sinai in exchange for an Egyptian guarantee of demilitarization of the region. Both nations agreed to full diplomatic recognition of each other.
Arbitrate	Parents, principals, and teachers may be asked play the role of arbitrator when siblings or students cannot work out their differences by themselves or choose not to work things out in the presence of a mediator. Yet, parents and teachers more often play the role of self–appointed arbitrator, rarely being asked beforehand if the children or students involved have agreed to follow the binding decision that will be imposed. Sometimes religious leaders are asked to officiate in settling interpersonal disputes, if the parties adhere to the same or similar religious principles.	Referees at sports events are arbitrators although we seldom think of them in this role. Arbitration is most common in settling labor and business disputes. The arbitration process is used to settle contract disputes between management and labor (over salaries, benefits, working conditions, etc.) as well as between companies that must work out agreements for how they do business together.	Arbitration is not a significant practice in the international community because nations would have to agree to the binding decision of the arbitrator. However, many diplomats and practitioners feel that arbitration has a promising future in the settlement of international disputes (over boundaries, fishing rights, treaty violations, etc.) with neutral nations serving as arbitrators.

Type of –Ate	Interpersonal	Community	International
Adjudicate	Even family members sometimes have their "day in court." Divorce is the most common event where this happens. Courts are asked to formally dissolve a marriage, determine which party gets what assets, and order who has custody of children of the marriage. In some circumstances religious leaders will impose a resolution to a conflict that is based on religious law.	The United States has more lawyers than every other county in the world combined. Thus, people in this county are more likely to ask courts to settle their disputes. A neighborhood may file suit to keep a business that attracts a lot of traffic, or makes a lot of noise or pollution, from moving into their neighborhood. In some communities and nations religious law governs personal and community behavior. In these situations religious leaders settle disputes. Their decisions have the force of law. For example, in some religious communities or nations only clergy has the authority to dissolve a marriage.	The International Court of Justice is the official judicial organ of the United Nations. The World Court has jurisdiction over cases involving territorial sovereignty, fishing jurisdiction, the right to asylum, and the violation of treaties and conventions. Court decisions are theoretically binding; hence nations rarely use the Court. On the other hand, decisions are not binding in fact because there is no consistent international system of enforcement.
Legislate	Individuals cannot directly use the legislative process to settle disputes. They do, however, try (often successfully) to influence legislative bodies to pass laws that will end their interpersonal disputes. They may, for instance, lobby for a law that would require their neighbors to keep noise coming from their home down to a certain level after a certain hour in the evening, or not to let their dog run loose on the neighbors' property.	Lawmakers routinely pass or change laws, rules, or regulations to settle or avoid disputes. That is their major task. These laws determine who should be required to pay taxes; whether you must wear a helmet when riding a motorcycle; how late a juvenile can stay out at night; who is allowed to drive a car; whether you are allowed to have glass containers in a park; and how many people are allowed to live in a residence, etc.	The body of international law includes treaties, trade and arms agreements, customs, decisions of the Wold Court, and declarations and conventions of the United Nations. Compliance with international law is voluntary and is not enforceable. The Universal Declaration of Human Rights, adopted by the General Assembly in 1948, is an example of a "law" that will be selectively and inconsistently observed at a nation's convenience. On the other hand, the 'laws' concerning the treatment of prisoners of war and civilian populations under the Geneva Conventions of 1949 are followed by most nations. Perhaps the best example of international law that has almost universal support is the 1982 UN Convention of the Law of the Sea. It is a set of rules to govern all uses of the oceans (navigation, fisheries, mineral resources, and development) and protect and preserve the marine environment and the living resources within it. The framing of this convention is unique in international law. There was a deliberate attempt to include the active participa-tion of the entire international community in drafting this convention.

Applying the -Ate Process

Write three different endings to the beginning of this story. Use Handout 2-7b: The –Ate Process of Peacemaking to select the most appropriate possibilities. When you have completed the three endings to the scenario write a critique of the three, explaining which process you think would work best. Explain what you considered in making your decision. What difficulties did you have?

Interpersonal

Jose and Ted did not know each other well, but they played on the same football team together. One day after practice Ted picked up a jacket, hat, and red backpack from the ground near the practice field, where he had left his things before practice, and started to walk away. Jose saw him walking away and started yelling at him. Jose accused Ted of taking his red backpack. Everyone was shocked when the two boys screamed obscenities at each other.

Community

Ms. McPherson has lived in her home for over fifty years. She lives alone. At eighty-five years old she is the oldest resident in the neighborhood. Last year she fell when she slipped on ice on a neighbor's sidewalk. She is furious that her neighbors—all young people who are new to the neighborhood—don't shovel the snow off of their sidewalks. Even the neighbors who do shovel the snow do not do it to her satisfaction, or early enough in the day. She is also angry that the new younger neighbors inconsiderately play loud music after eight-o-clock at night when she goes to bed. She says she can hear the music through her windows. Ms. McPherson has started calling the police every time any of her neighbors do anything that irritates her.

International

There are two countries that share a border. One country is wealthy, modern, and industrialized. It has strict environmental protection laws and enforces them well. The citizens of this country value keeping their environment clean and healthy and comply with the laws quite well.

The second country is just developing industry and uses old methods that are not environmentally sound. Many of the products they make are imported to the wealthier nation. People in the wealthy nation are able to buy the products produced by the developing nation at a very reasonable cost because wages are very low in the developing country. Factories in the developing country produce a great deal of air pollution that travels across the border to the wealthy country. The developing country does not have the technology or resources to develop 'clean industry' at this time.

Each side of the border between the two countries has a large city close to it. The citizens of each city are accusing the other of not respecting their values and life styles. Each city has experienced vandalism recently, and has accused citizens of the other country of this illegal activity.

Keys to Effective Negotiation

A. *Agree to Negotiate.* Negotiations are possible only when parties agree that there is a conflict, agree on what the conflict is, agree to talk about it, want to resolve it, and try in good faith to resolve it.

B. *Be Willing to Seek an Alternative Solution.* Both parties must be willing to let go of their original solutions. Negotiation is not about fighting over which original solution is better. Negotiation requires the willingness to search for alternative solutions that satisfy both parties.

C. *Identify Positions and Interests.* It's important to understand the positions and interests of both parties. A position is a statement of what a party demands or wants. Often it is the solution that is immediate, short term, and appears to be the easiest way to solve the problem (often at another's expense). It is one way, among many, to meet a party's needs. An Interest/Need, although sometimes short term, is usually the long-term concern underlying a position. Important needs do not go away and must be addressed in negotiated agreements. A need is often the "why" behind the position.

D. *Identify and Clarify Your Goals.* What do you want to accomplish now? What is your goal for this conversation, this meeting? What are long-term goals that you would like to work on in the future?

E. *Be Respectful of Value Differences.* Values are deeply held beliefs–religious, ideological, and cultural. They must be understood and taken into account, but values cannot be changed through negotiation. Negotiations can change behavior, but not what someone believes. When there are intense value conflicts, the best tool is listening for deeper understanding.

F. *Create a Positive Climate.* Negotiations have a better chance of success in a cooperative, friendly atmosphere than in a competitive, hostile atmosphere.

G. *Use Role Reversal.* This is a technique which helps parties to put themselves in the other person's shoes. It's valuable to pause sometimes and ask, "What's the other party feeling or thinking right now? What might be the other party's greatest fear or concern?"

H. *Ask Clarifying Questions.* Parties need as much information as possible in order to make good decisions. (What do you need? When do you need it? What would happen if ______? How much would it cost? How would it work? Can you tell me how______?) Opening with an exchange of information and knowledge helps build good agreements and tends to improve relationships.

I. *Frame Problem-Solving Questions in Ways that Include Important Needs of Both Parties.* A good question enables parties to move beyond positions because it identifies important interests that need to be met by both parties. (What do we both want to avoid? What goals can we both agree on? What kind of agreement can enable you to_______ and me to ____? How can we ensure that an agreement addresses [Concern A] and [Concern B]?)

J. *Look Hard for Areas of Agreement and Be Clear on where You Disagree.* This will help you develop an agreement that is "do-able" and that has the best chance for success.

K. *Specific Offers require a "yes" or "no" response.* Specific offers help frame limitations and possibilities. Specific offers answer the questions "What do you do? What do I do? When? Where? How much? How often? Over what Period of time?"

Aspects of Personal Security

Physical Security – nourishment; clothing and shelter that provide protection from the elements; protection from disease; treatment for illness.

Safety Security – orderliness, protective rules, and consistent protection from physical harm, abuse, violence, and terror; the certainty that your basic needs will be met.

Emotional Security – a sense of belonging and being loved and cared for; feelings of acceptance from others; healthy interpersonal relationships with family, friends, adults, peers, and co-workers.

Developmental Security – access to education; the opportunity and freedom to learn, achieve, and contribute to society.

Cultural Security – affirmation of cultural identity, values, and traditions; respect for and legal protection of a person's ethnic, racial, religious, and gender identity; freedom to participate as full partners in society regardless of cultural identity.

Political Security – the degree of protection and safety that a government provides its citizens within a nation; protection from threats beyond a nation's borders; the quality and degree of citizens' rights and civic participation in decision-making.

Economic Security – access to training and the development of useful skills; access to jobs and wages which provide a decent standard of living; provision of benefits for the aged, the sick, the differently abled, and children.

Environmental Security – protection from environmental hazards and toxins; provisions for safe and clean air, water, and food supplies; provision of a safe, clean habitat.

Security Is . . .

Most people want security in this world, not liberty.
— H.L. Mencken

To keep oneself safe does not mean to bury oneself.
— Seneca

The man who looks for security, even in the mind, is like a man who would chop off his limbs in order to have artificial ones which will give him no pain or trouble.
— Henry Miller
Sunday After the War 1944

Only in growth, reform, and change, paradoxically enough, is true security to be found.
— Anne Morrow Lindbergh

Security is when I'm very much in love with somebody extraordinary who loves me back.
— Shelly Winters

The quality or state of being secure: as a: freedom from danger: safety b: freedom from fear or anxiety c: freedom from the prospect of being laid off <job> 2. a: something given, deposited, or pledged to make certain the full ownership (as a stock certificate or bond), or pledged to make certain the fulfillment of an obligation 3. a: something that secures: protection b: (1) measures taken to guard against espionage or sabotage, crime, attack, or escape (2): an organization or department whose task is security.
—Merriam Webster's Collegiate Dictionary

During the cold war, peace and security tended to be defined simply in terms of military might or the balance of terror. Today, we have a greater appreciation for the non-military sources of conflict. We know that lasting peace requires a broader vision, encompassing education and literacy, health and nutrition, human rights and fundamental freedoms. We know that we cannot be secure amidst starvation. We cannot build peace without alleviating poverty. We cannot build freedom on foundations of injustice.
— Kofi Annan,
General Secretary, United Nations

Not a gift of a cow, nor a gift of land, nor yet a gift of food, is so important as the gift of safety, which is declared to be the great gift among all gifts in the world.
— Panchatantra 5th Century

Security depends not so much upon how much you have as upon how much you can do without.
— Joseph Wood Krutch

Nomads Losing Herds to Drought in Mongolia

Associated Press
March 19, 2000
Condensed

ULAN BATOR, Mongolia–With more than 1 million camels, goats, horses, and livestock dead from the worst weather in decades, Mongolia's nomads are in shock from the loss of what gives their lives meaning —their herds.

Last summer, it was a drought and rodents infesting pastures. Heavy snow followed this winter. Now grass is so hard to come by in a large swath of Mongolia that about 1.7 million head of livestock have starved. The beasts' shrunken, desiccating bodies litter the desolate brown Gobi Desert, its hills streaked white with snow.

The nomads are seeking pastures showing any hint of fodder for what is left of their herds, moving farther and farther from their usual range and creating new problems in areas hundreds of miles away. According to Red Cross workers, there are too many animals to survive on the new pastures, which will surely become destroyed.

The disaster, which the Red Cross calls the worst here in decades, has hit about 400,000 nomads. That is 40 percent of the herding population in this landlocked Central Asian nation of 2.7 million sandwiched between Russia and China.

Mongolian nomads are believed to herd some 33.5 million animals. While hard numbers on the deaths are difficult to come by in a country with few communications networks and small groups of people scattered across vast empty spaces, probably many families have already lost all their animals. About 300,000 animals are dying a week; with each goes some of its owner's pride and sense of self-sufficiency.

Cows (also called yaks), sheep, goats, camels and horses are the Big Five for the nomads. They provide food, shelter, fuel, transportation and material to sell, from milk products to cashmere. Losing them means more than just going hungry. There's pride in having their own animals, from generation to generation. The horses are very fast. The sheep are very fat and provide a lot of milk. The goats produce the cashmere.

As people lose their herds they suffer psychological damage as well. Few deaths have been reported due to lack of food.

What Is Propaganda?

PROPAGANDA – the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person; ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause…a public action having such an effect. (Webster's Collegiate Dictionary)

A day does not pass when each and every one of us is not bombarded with **propaganda**. Sometimes it is very obvious, or **revealed propaganda**. For example, when a clothing manufacturer is placing print and electronic advertisements where teens will see them. Their clothing, it is suggested, will make you beautiful and popular. You know they are trying to sell you the clothing. Or, a government agency is promoting a new program and seeking widespread support. For example, news releases and coverage promoting space exploration as glamorous. **Concealed propaganda** is used to influence people without making the purpose behind the message obvious. For example, the same clothing manufacturer may pay movie stars or musicians to wear their garments in their everyday life. Thus, teens that look up to –or idolize–the stars will want to dress like them. Military recruitment posters and advertisements that focus on the educational benefits and opportunity to travel internationally use this technique. Propaganda influences what we buy, what we believe, how we behave and how we make important decisions. Both revealed and concealed propaganda can be found throughout the media…in ads, news reporting and entertainment. It can also be found throughout your curriculum. You may consider this paragraph propaganda.

HOW TO SPOT PROPAGANDA

TESTIMONIALS —Famous or influential people tell you why they use a certain product, are voting for a certain candidate, or are supporting a certain project or concept. For example, a person who is respected by teens is seen in an ad that tells about the dangers of smoking cigarettes or the value of joining a project to clean up the environment. Someone who is not known, but can easily be associated with a product or concept, tells an audience how a certain product made their hair thicker or helped them lose weight quickly. Or, a person easily recognized as a member of the clergy might be promoting a moral message.

GET ON THE BANDWAGON—These messages tell you that "everybody is doing it" and you should join in. The technique is often used by organizations that are recruiting new members or participation in a specific activity. For example, you might be told that "everybody" is participating in a charity walk to raise money for a good cause, or to boycott a product to protest the abuse of workers. The message is often loud and repetitious.

NAME CALLING—Sometimes this negative technique is used to label a specific person and other times to generalize about a certain type of person or member of a certain group. A political candidate might say that his/her opponent is careless with public money or that everyone in his/her opponent's political party is careless with public money. The tactic is commonly used to gain support for controversial foreign policy initiatives. This technique is often used to insult all people of a certain race, religion, ethnicity, or age. For example, "teen-agers today are irresponsible and weird." The technique is often used to suggest that people from a certain nation are all terrorists or all pacifists.

GLITTERING GENERALITIES—This technique uses slogans or simple phrases that sound good but provide little or no information. A politician might say, "A vote for me is a vote for peace," without explaining how peace would be achieved. The technique might be used to sell a new "miracle" product using a slogan like, "You will feel ten years younger," but without explaining how it could make you feel younger. Catch phrases like "family values" or "communists" might be used to promote home, freedom, or patriotism without any information that tells you what the connection is between the catch phrase and the outcome that is promoted.

PLAIN FOLKS APPEAL—This technique is used to build trust. People are expected to assume that someone in a simple setting can be trusted and should be listened to. For example, a simply dressed senior citizen might tell you to vote for a certain candidate because she is one of "us plain folks," or the "little guy." Or they may tell you that a product that comes in a (professionally designed) "simple" wrapper is best for you. Educators might use this technique to promote good old fashioned "hard work" to succeed as a student.

CARD STACKING—This technique is used to show favoritism. Larger print, bigger or more attractive pictures, or a more attractive presentation of certain people or ideas are used to influence you. A newspaper might use a large picture of a smiling spokesperson for an organization that they favor, or a less attractive and smaller picture of a person speaking on behalf of a position they do not endorse.

LOADED LANGUAGE—Depending on the agenda of the person providing the report, the same person, group, or event can be made to sound better or worse. An understanding of this technique enables us to see that some phrases that appear to be neutral descriptions can actually imply a value judgement. For example, if you favor a group and their agenda, you might call them a "public interest advocacy group." If you don't like them they can be called "lobbyists." Or in international affairs, the same group could be described as "fighting for independence" or "freedom fighters" if you agree with their cause, or as a "separatist movement" if you don't.

4-1b

Media Review of National and International Security Issues

Name of newspaper, magazine, or news broadcast ____________________

Date of publication or broadcast ____________________

Cover story (or headline story) ____________________

Total number of news stories ________

STORIES RELATED TO NATIONAL ("INTERNAL") THREATS

Threat	Headline	Specific Topic and Location of Threat	Propaganda (Yes/No)	Type of Propaganda

STORIES RELATED TO INTERNATIONAL ("EXTERNAL") THREATS

Threat	Headline	Specific Topic and Location of Threat	Propaganda (Yes/No)	Type of Propaganda

4-2a

Media Analysis

Source:______________________ Date:______________________

How many pages/minutes in the entire publication/program? __________

Topic	% of Coverage Dedicated to Topic	Sources of Information
Advertising		
Entertainment		
Sports		
Fashion		
Food/Cooking		
Human Interest		
Environment		
International Security (War, conflict, human rights, human needs)		
National Security (War, conflict, human rights, human needs, racism)		
International Crime		
National Crime		
Local Crime		
Editorials		
Letters to the Editor		
National Politics/Government		
Local Politics/Government		

The Media: Friend or Foe of Security?

A popular government without popular information, or the means of acquiring it, is a prologue to a farce or a tragedy, or perhaps both...

— James Madison

...were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter.

—Thomas Jefferson

We can never be sure that opinion we are endeavoring to stifle is a false opinion; and if we were sure, stifling it would be an evil still.

— John Stuart Mill

False views, if supported by some evidence, do little harm, for everyone takes a salutary pleasure in proving their falseness; and when this is done, one path towards error is closed and the road to truth is often at the same time opened.

— Charles Darwin

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.

— Article 19 Universal Declaration of Human Rights

After you've had somebody say to you for the thousandth time, "How come we never hear about these issues in the media?" you start to realize that the media itself is an issue.

— Svend Robinson

The Preamble and the United States Constitution

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution of the United States of America.

Summary of Selections from the Constitution that affect Personal and National Security:

Article 1: Section 7

- Gives Congress foreign policy power in terms of the "power of the purse."
- All bills for raising revenue shall originate in the House of Representatives.

Article 1: Section 8

Gives Congress the power to tax so as…

- To provide for the common defense.
- To regulate commerce.
- To define and punish piracies and felonies and offenses against the law of nations.
- To declare war.
- To raise and support armies and to provide and maintain a navy.
- To provide for calling forth the militia to repel invasions.
- To define and punish offenses against the laws of the nation.

Article II: Section 2

Sets forth the President's foreign policy powers:

- Serving as Commander in Chief of the army and navy.
- Nominating and, by and with the advice and consent of the Senate, appointing ambassadors, public ministers, and Supreme Court Justices.
- Making treaties, by and with the advice and consent of the Senate, provided two thirds of the senators concur.

Article VI:

States that "This constitution…and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land."

Selections from the Bill of Rights that affect Personal and National Security:

Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment 2

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment 3

No Soldier shall, in times of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment 4

The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subjected for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

Amendment 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of a trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment 13

Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction…

Amendment 14

All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens for the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws…

Amendment 15

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude…

Amendment 19

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex…

Comments on the Preamble and the Constitution of the United States

Let those who are well-fed, well-clothed, and well-housed never forget and never overlook those who live on the outskirts of hope. — Lyndon B. Johnson

There is no defense or security for any of us except in the highest intelligence and development of all. —Booker T. Washington

I must remind you that extremism in the defense of liberty is no vice. And let me remind you also that moderation in the pursuit of justice is not virtue. —Barry Goldwater

...America is one of the best examples when you read its history, about extremism. Old Patrick Henry said "Liberty or death!" That's extreme, very extreme. —Malcolm X

If we could have but one generation of properly born, retrained, educated, and healthy children, a thousand other problems of government would vanish. —Herbert Hoover

The war in Vietnam was bad for America because it was a bad war, as all wars are bad if they consist of rich boys fighting poor boys when the rich boys have an advantage in weapons. —Norman Mailer

The bombs in Vietnam explode at home: they destroy the hopes and possibilities for a decent America. —Martin Luther King, Jr.

Liberty does not make all men perfect nor all society secure. But it has provided more solid progress and happiness and decency for more people than any other philosophy of government in history. —Harry S. Truman

A great party has pledged itself to the protection of children, to the care of the aged, to the relief of overworked girls, to the safe-guarding of burdened men. Committed to these human undertakings, it is inevitable that such a party should appeal to women....I second the nomination of Theodore Roosevelt because he is one of the few men in our public life who has been responsive to the social appeal and who has caught the significance of the modern movement. —Jane Addams

A hungry man is not a free man. —Aldlai E. Stevenson

I say we are going to have peace even if we have to fight for it. —Dwight D. Eisenhower

There is no record in history of a nation that ever gained anything valuable by being unable to defend itself. —H.L. Mencken

We must open the doors of opportunity. But we also must equip our people to walk through those doors. — Lyndon B. Johnson

The friends of humanity will deprecate war, wheresoever it may appear; and we have experienced enough of its evil in this country to know that it should not be wantonly or unnecessarily entered upon. —George Washington

Never think that war, no matter how necessary nor how justified, is not a crime. —Ernest Hemingway

If a free society cannot help the many who are poor, it cannot save the few who are rich. —John F. Kennedy

It is not the armed forces which can protect our democracy. It is the moral strength of democracy which alone can give any meaning to the efforts at military security. —Max Lerner

The reconstruction of children is more precious than factories and bridges. —Herbert Hoover

Whether history will judge this war to be different or not, we cannot say. But this we can say with certainty: a government and a society that silences those who dissent is one that has lost its way. This we can say: that what is essential in a free society is that there should be an atmosphere where those who wish to dissent and even to demonstrate can do so without fear of recrimination or vilification. —Henry Steele Commager

If there is any matter upon which civilized countries have agreed…it is the evil of premature and excessive child labor. —Oliver Wendell Holmes

Governments exist to protect the rights of minorities. The loved and the rich need no protection: they have many friends and few enemies. —Wendell Phillips

If there is any principle of the Constitution that more imperatively calls for attachment than any other it is the principle of free thought – not free thought for those who agree with us but freedom for the thought that we hate. —Justice Oliver Wendell Holmes, Jr.

We are fighting in the quarrel of civilization against barbarism, of liberty against tyranny. Germany has become a menace to the whole world. She is the most dangerous enemy of liberty now existing. —Theodore Roosevelt

It is universally admitted that a well-instructed people alone can be permanently a free people. —James Madison

Our society must make it right and possible for old people not to fear the young or be deserted by them, for the test of a civilization is the way that it cares for its helpless members. —Pearl S. Buck

No nation ever had an army large enough to guarantee it against attack in time of peace or ensure it victory in time of war. —Calvin Coolidge

Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? Forbid it, Almighty God. I know not what course others take, but as for me give me liberty or give me death. —Patrick Henry

A Survey about National Security in the U.S.A.

4-4a

1. Check one: ___Student ___ Non-student

2. As you think about the concept of NATIONAL SECURITY:
- Underline the three phrases that you would include in a definition of national security
- Number each of the phrases in order of importance to you: eleven being the most important and one identifying the least important.

______a) Protection and defense of national borders and territories
______b) Military/defense advantage over other nations
______c) Promotion of vital economic interests (domestic and foreign)
______d) Promotion of political interests and national values
______e) Promotion of family values
______f) Physical safety and economic prosperity for all citizens
______g) Promotion of social justice, human rights, and civil liberties for all citizens
______h) Conservation of natural resources (earth, air, water, plants, animals)
______i) Promotion of international cooperation among the community of nations
______J) Protection from terrorist attacks
______k) Protection against exploitation of children

3. What do you think is the most urgent security issue facing:
a) People in your neighborhood? ______________________________
b) Young people nationwide? ______________________________
c) Women in the U.S.? ______________________________
d) Ethnic and religious minorities in the U.S.? ______________________________
e) All citizens in the U.S.?______________________________
f) The world's people?______________________________

6. Regarding the amount of money the federal government spends for national defense and military purposes, do you think we are spending:
a)________too little b)_______too much c)_______just right

7. At this time the U.S. and some other nations are reducing their nuclear arsenals. Do you think the U.S. should have more or fewer weapons than other nations?
a)________more b)_________fewer c)________just right

8. How will deep cuts in the number of its nuclear weapons effect U.S. security?
a) increase security b) decrease security c) make little difference

9. Regarding peacekeeping and peace-enforcing missions overseas, the U.S. should:
a) participate only in concert with the UN or other nations
b) take unilateral action if others refuse to act

10. Regarding other aspects of peacekeeping missions, the U.S. should:
a) engage in such missions only when U.S. national interests are at stake
b) commit troops only when peace can be established quickly and with little risk to American lives
c) become engaged in peacemaking activities to lend resources and support to citizens elsewhere who are victims of military or human rights abuses even when it is not in the nation's best interests and may pose risks to U.S. citizens

Thinking about the next five years or so, what kind of internal threat does each condition below pose to U.S. society? For each threat check the box that best matches your opinion.

Type of Internal Threat	Extremely Serious	Very Serious	Serious	Not Very Serious
Drug abuse and trafficking				
Breakdown of values and the stability in the family				
Less competitive in the global marketplace				
Federal deficit				
Growing % of unskilled work force				
Violence and crime				
Poverty				
Issues of race and class, discrimination, equal opportunity				
Decaying infrastructure (highways, bridges, etc.)				
Pollution, toxic waste, nuclear clean-up				

From the above list, identify the two situations that you think pose the greatest internal threats to U.S. security, or add one of your own that was not on the chart above:

1)________________________ 2)________________________

Thinking about the next five years or so, what kind of external threat does each condition below pose to U.S. security? For each threat check the box that matches your opinion.

Type of External Threat	Extremely Serious	Very Serious	Serious	Not Very Serious
Drug abuse and trafficking				
Political instability and economic debt in developing nations				
Economic and political strife, and national and ethnic conflicts in Eastern Europe, the Balkans, and Russia				
International terrorism				
Global environmental problems				
Overpopulation				
Cheap "third world" labor competing with U.S. trade				
Nuclear proliferation and the spread of weapons technology and nuclear expertise				
Conflict and instability in the Middle East				
Biological and chemical warfare				

From the above list, identify the two situations that you think pose the greatest internal threats to U.S. security, or add one of your own that was not on the chart above:

1)________________________ 2)________________________

The Power of Public Opinion

The world is governed much more by opinion than by laws. It is not the judgment of courts, but the moral judgment of individuals and masses of men, which is the chief wall of defense around property and life. —William Ellery Channning, 1839

The real political issues of the day declare themselves, and come out of the depths of that deep which we call public opinion. —James A Garfield, 1878

I shall on all subjects have a policy to recommend, but none to enforce against the will of the people. —Ulysses S. Grant, in his first inaugural address, March 4, 1869

I am the people—the mob—the crowd—the mass.
Do you know that all the great work of the world is done through me?
—Carl Sandburg, "I Am The People, The Mob," 1916

Throughout the history of the United States, public opinion has played a powerful role. In a true democracy, pubic opinion translates into the policies of government.

Public opinion has been defined as the expression of attitudes about government and politics. Public opinion is expressed in a number of ways. Many people choose to voice their opinions directly by visiting with community and government leaders or by contacting them by phone, fax, letter, etc. Others express their opinions through letters to newspapers and other publications and add their names to political petitions. During times of intense political activity and decision making, large numbers of people may organize and attend protest marches and rallies. Public opinion is particularly forceful during times when national security is an issue, and the public tends to express extreme views of support or disapproval.

One method used to assess public opinion is the "opinion poll." Pollsters determine what people are thinking by conducting polls. Since it is impossible to question large numbers of people, a poll is commonly conducted among a small sample of the public. In this case, it is important that the sample is carefully chosen so that it resembles the entire population, or the specific population of interest to the pollsters.

Polls are often given before and during military involvement in a conflict or war. Military spending has always been a controversial issue in this nation and the topic of constant polling. Below are the results of some historic polls related to national security as it is related to defense spending. All of the polls are Gallup Polls, unless otherwise noted.

1940 National Defense

President Roosevelt proposed an increase of 28% (about one-forth) in spending for national defense. Do you approve or disapprove of this increase?

Approve	71%
Disapprove	19%
No Opinion	10%

1941 National Defense

In order to meet the increased cost of national defense, would you be willing to pay a tax of about two weeks' salary per year in addition to the taxes you have been paying?

Yes	59%
No	33%
No Opinion	8%

1950 War Defense

It has been proposed that the United States spend for war defense about twice as much in the coming year as we are spending this year. Do you approve or disapprove of this?

Approve	73%
Disapprove	18%
No Opinion	9%

1952 Defense Purposes

Do you think the Government should spend more money or less money for defense purposes?

More	29%
Same	25%
Less	26%
No Opinion	20%

1960-1982 National Defense and Military Purposes

There is much discussion as to the amount of money the government in Washington should spend for national defense and military purposes. How do you feel about this? Do you think we are spending too little, too much, or about the right amount?

Type of Internal Threat	Extremely Serious	Very Serious	Serious	Not Very Serious
Drug abuse and trafficking				
Breakdown of values and the stability in the family				
Less competitive in the global marketplace				
Federal deficit				
Growing % of unskilled work force				
Violence and crime				
Poverty				
Issues of race and class, discrimination, equal opportunity				
Decaying infrastructure (highways, bridges, etc.)				
Pollution, toxic waste, nuclear clean-up				

1983 Defense Spending

It is estimated that the federal government will have a deficit of as much as $200 billion for fiscal year 1984 – that is, it will spend more than it takes in unless some steps are taken to reduce the deficit. Basically, there are only a few ways this deficit can be reduced. Please tell me whether you approve or disapprove of the following:

Make cuts in defense spending?

Approve	57%
Disapprove	35%
No Opinion	8%

4-4b, cont

1984 Defense Spending

Would you tell me whether you generally favor or generally oppose this proposal?: Reduce defense spending?

Favor	50%
Oppose	46 %
No Opinion	4%

1991-1999 Peace Polls

Below are the results of polls conducted by peace groups. People were asked where they want their tax dollars to go. People were polled in public places. These polls did not use a scientific model.

Portland, Maine 1991	
Environment	26%
Education	25%
Health Care	18%
Housing	12%
Other	7%
Transportation	6%
Military	5%

Brooklyn, New York 1999	
Education	23%
Health Care	23%
Housing	12%
Environment/Energy	9%
Nutrition	7%
Income Assistance	7%
National Debt	6%
Mass Transit	6%
Foreign Aid	4%
Military	3%

Elkhart, Indiana 1998	
Education	24%
Housing/Health Care	21%
Environment	17%
Scientific Research	10%
Military	10%
Aid/Development	8%
Arts	5%
International	5%

Tacoma, Washington 1998	
Education	32%
Health Care	22%
Environment	20%
Housing	19%
Military	7%

Asheville, North Carolina 1998	
Human Resources	49%
Physical Resouces	21%
General Government	11%
Past Military	9%
Current Military	8%
None of the Above	2%

Scarcity and Opportunity

These concepts apply to situations ranging from how a young child will decide to spend his/her allowance to how a large government will allocate monetary and other resources. Scarcity and opportunity are economic concepts that come into play whether people are familiar with the words or concepts or not. All people, organizations, and nations face scarcity.

Wants are unlimited. Unfortunately, the resources required to fulfill wants are limited. Resources used to fulfill one "want" are not available for another. Resources such as land, labor, and capital may be plentiful, but they are always limited or scarce. Land that is used to build a military base or a shopping center cannot be used for a park or a house. Mechanics that repair private automobiles are not available to maintain planes and tanks for the military. Everything has an alternative use. Economists use the acronym TINSTAAFL to describe the principle, There Is No Such Thing As A Free Lunch! You have probably heard the saying.

Economists use the term opportunity cost to describe alternative uses that were not chosen. For example, if you spend $20.00 on a ticket to go to a concert, you have just spent both your money and a couple of hours of your time. There are hundreds of different things you could have bought with your $20.00, or you could have saved it for future use. You could have spent your $20.00 going to a different concert or bought a CD of the group so that you could have listened to their music over and over. You could have donated the money to charity or bought clothing. Likewise, there were unlimited opportunities to use your time differently. The best alternative expenditure of your money and time that you did not choose is your "opportunity cost" of going to the concert.

Each year the United States government must create a budget to cover all of the expenses of the federal government for the next year. Most of the money used to fund the federal budget comes from federal taxes. The federal government also borrows money; it then must budget funds to pay back these debts. Wants, scarcity, and opportunity costs must be assessed as the budget is developed.

The United States Constitution grants Congress the right and responsibility to determine how government resources will be allocated. By custom, the President proposes a budget to Congress. Congress then responds to the President's budget by authorizing or deleting the budget items he has suggested. The process is always very political and is influenced to a great extent by "special interest groups."

Scarce resources generally fall into two general categories: "providing for the common defense" and "promoting the general welfare." The two competing demands are often referred to as "guns and butter." Since World War II, demands in each category have heightened. The nuclear age has placed huge demands on the federal military budget. And citizens have come to expect greater support from their government in the area of general welfare. The government has assumed the role of helping provide educational opportunities, basic care for needy children, and medical care for the young, elderly, and poor.

4-5b

Guns or Butter Forum Ballot

Should the United States significantly reduce its military budget in order to upgrade the quality and scope of human services that it is able to provide its citizens? Circle the choice that best answers how you feel the United States should allocate scarce resources. Underline the highest priority.

The federal government should . . .	Strongly Agree				Strongly Disagree
provide sufficient funding to guarantee that every child in the nation receives a quality education.	1	2	3	4	5
invest in developing state-of-the-art intergalactic missiles to enhance national security.	1	2	3	4	5
provide arms to ally nations that do not have adequate resources to protect themselves from enemy aggression.	1	2	3	4	5
provide adequate funding to insure that no citizen is deprived of basic health care.	1	2	3	4	5
purchase large parcels of undeveloped land to preserve this nation's natural beauty and create more national parks.	1	2	3	4	5
budget sufficient funding to upgrade the nation's decaying roads and highways.	1	2	3	4	5
provide humanitarian aid to nations that are suffering the effects of natural disasters.	1	2	3	4	5
increase the salaries for all military personnel.	1	2	3	4	5
purchase surplus food and distribute it to needy nations.	1	2	3	4	5
financially support medical research.	1	2	3	4	5
reduce spending in all areas until the national debt is eliminated.	1	2	3	4	5
provide better funding to the Environmental Protection Agency, so that they can do a better job of protecting the environment.	1	2	3	4	5
invest in a more comprehensive military intelligence system (spying).	1	2	3	4	5
pay all of the dues they owe the United Nations.	1	2	3	4	5
reduce the budget that is used to purchase weapons.	1	2	3	4	5

What Is Poverty?

When justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob, and degrade them, neither persons nor property will be safe. —Frederick Douglass
People who are hungry and out of a job are the stuff of which dictatorships are made. —Franklin D. Roosevelt
If you work full-time, you should not have to raise your children in poverty. —Bill Clinton
If a free society cannot help the many who are poor, it cannot save the few who are rich. —John F. Kennedy
Hard times spreading just like the flu Watch out homeboy, don't let it catch you P-p-prices go up, don't let your pocket go down When you got short money you're stuck on the ground Turn around, get ready, keep your eye on the prize And be on point for the future shock —from "Hard Times" by Run-D.M.C.
The mere state of being without funds is a neutral fact— constitutionally an irrelevance, like race, creed, or color. —Justice Robert H Jackson in Edwards v. California 1941
The war against poverty will not be won here in Washington. It must be won in the field, in every private home, in every public office, from the courthouse to the White House. —Lyndon B. Johnson
Hungry people cannot be good at learning or producing anything, except perhaps violence. —Pearl Bailey
There is something about poverty that smells like death. Dead dreams dropping off the heart like leaves in a dry season and rotting around the feet. —Zora Neale Hurston, 1942

Poverty Threshold

The World Bank has set the "poverty threshold" at one dollar a day, labeling population groups with a per capita income above one dollar a day as "nonpoor." This threshold was in use as of 1999.

The U.S. "poverty threshold" for a family of four (two adults and two children) in 1996 was U.S. $16,036. This figure translates into a per capita income of U.S. $11 a day. In 1996, 13.1% of the U.S. population and 19.6% of the populations in central cities of metropolitan areas were below the poverty threshold.

Poverty Facts, 1998/1999:

☐ Half the world –nearly three billion people live on less than two dollars a day.

☐ The GDP (Gross Domestic Product) of the poorest 48 nations (i.e. a quarter of the world's countries) is less than the wealth of the world's three richest people combined.

☐ Nearly a billion people are unable to read a book or sign their names.

☐ Less than 1% of what the world spends every year on weapons would be needed to put every child into school.

☐ The top fifth of the world's people in the richest countries enjoy 82% of the expanding export trade and 68% of foreign direct investment; the bottom fifth enjoy barely more than 1% of the same trade.

☐ In 1960, the top 20% of the world's people in the richest countries had 30 times the income of the poorest 20%. In 1997, 74 times as much.

☐ An analysis of long-term trends shows the distance between the richest and poorest countries was about:
3 to 1 in 1820
11 to 1 in 1913
35 to 1 in 1950
44 to 1 in 1973
72 to 1 in 1992

☐ The developing world now spends $13 on debt repayment for every $1 it receives in grants.

Poverty and Children

A child's prospects for survival and development depend on where she or he is born.
The well-being of children is profoundly affected by a country's external debt, as monies used to repay loans are unavailable for health, education, and other basic social services.
Almost 30 % of the population in poor countries live on less than $1 a day; the majority of the poor are women and children.

Child poverty is not confined to developing countries. Although poverty is measured on a different scale in the industrialized world, more than 1 in every 10 children in some of the richest nations is raised in a family living below the established poverty line.
Source: The State of the World's Children 2000, Unicef

Anti-Poverty Planner

On a separate sheet of paper answer the following questions:

1. Who has the problem?

2. What is the problem?

3. How long has the problem existed?

4. State the cause/causes of the problem.

5. Where does the problem exist?

6. What efforts have been made to resolve the problem?

7. How successful have the efforts been?

8. What kinds of resources are needed to resolve the problem? Are they material? Political? Social?

9. List obstacles to solving the problem: physical, monetary, political, social:

10. Who has the power or authority to resolve the problem?

11. Is the problem restricted to the group you are problem solving for? If not explain.

The Anti-Poverty Solution

1. What resources are immediately needed to address a crisis situation?
2. What obstacles stand in the way of easily securing necessary resources?
3. How are you going to address the obstacles listed above?
4. Where can you get the needed resources?
5. What would it cost to get the needed resources? (Money, Political favors or cooperation, Change of policy, Education, Medical expertise and supplies, other technical support or advice, Act of nature)
6. How would the security of the people, groups, or nations affected by poverty be influenced by short-term crisis intervention?
7. What resources would it take to resolve the problem permanently? Be specific: What would the people directly affected by poverty have to do to resolve the problem? What would people who are indirectly involved have to do to resolve the problem?
8. What would you need to do to provide long term security and protection from poverty for the population you are working with?
9. Create a five point anti-poverty problem-solving plan:

Task	Time to Complete	Cost
1.		
2.		
3.		
4.		
5.		

10. Short term goal: ____

11. Long term goal: ____

How Secure Are Children in the United States?

1. Which of these groups has the highest percentage of its members living in poverty?
a. the elderly b. children c. the physically disabled

2a. The population of children from birth to age 18, is ___ million. The federal government spends $____ on children.

2b. The population of elderly (age 65 and older) is____ million. The federal government spends $____ on the elderly.

3. The federal government spends ___ times more on the elderly than on children, per individual (per capita).

4. Almost ___ % of all children under 16 do not have health insurance.

5. In 2000, the poverty level for a family of four was an annual household income of $ _____. Over____ % of U.S. children live below the poverty line.

6. About ____ million children are living in a place that they don't call home (in a shelter or institution, or on the street).

7. The percentage of ninth graders who finish high school in four years is ____%.

8. The U.S. work force is shrinking. In ten years the number of young people aged 18 to 24 entering the work force will shrink by over _____ million (%). At the same time, over _____ % of young adults do not receive adequate job training skills for high wage jobs. They are doomed to a minimum wage ($____ per hour) life.

9. Nearly ______% of the young work force aged 18 –24 years old in 2005 will be African Americans, Asian-Americans, Latinos, and Native Americans.

10. By 2005 nearly ____ in _____ preschool children will have mothers who work outside the home.

11. Nearly ____% of children are born out of wedlock. These children will spend most of their lives in single parent families.

12. Before the age of 20, ____% of girls get pregnant and ____% bear children.

13. The U.S. ranks _____in child mortality rate in the world (the number of children who die before their fifth birthdays).

Defining War and Aggression: What the Experts Say

INSTITUTIONALIZED AGGRESSION:

War-making by one state or insurgent group against another state or insurgent group (1) It is the use of armed force by a state or insurgent group against the sovereignty, territorial integrity, or political independence of another state or insurgent group including:

1. Invasion or attack by armed forces
2. Bombardment or use of any other weapons
3. Blockage of ports or coasts
4. Attack on air forces or naval fleets (2)

"Anthropologists warn us not to confuse the behavior of individuals with the behavior of nation-states. State-sponsored aggression or war-making requires more than the potential inclination to fight that may characterize individual human beings. Among other things, war-making requires a great deal of stimulation of martial ardor playing on vanity, fear of contempt, family attachment, group affiliation and loyalty, and so on." (1)

WAR:

- ☐ Violent conflict between organized groups (3)
- ☐ The conditions which permit two or more hostile groups to carry on a conflict by armed force (4)
- ☐ A struggle for control of government within a governed society (2)
- ☐ A clash between major interests that is resolved by bloodshed (5)
- ☐ The continuation of politics by other means (5)
- ☐ Embraces more than politics: It is the expression of culture, in some societies the culture itself (8)

TYPES OF WARFARE:

- ☐ **Low-intensity conflict** (insurgencies, organized terrorism, paramilitary crime, sabotage, and other forms of violence in a shadow area between peace and war) (6)
- ☐ **Limited War** (wars involving one of the superpowers and a third party that is contained within a well-defined area (wars in Vietnam, Afghanistan, Korea) (7)
- ☐ **Regional Wars** (fought within or along the boundaries of contending states (7)
- ☐ **Civil wars** (struggle for power within a state) (7)
- ☐ **Wars of self-determination or national independence movements** (7)
- ☐ **Total war** (full mobilization of troops and use of all available weapons and technology to defeat the enemy) (7)

Sources:
1. Andreski, *Origins of War* 2. United Nations 3. Glossup, *Confronting War* 4. Wright, *A Study of War* 5. von Clausewitz, *On War* 6. Kissinger, *Discriminate Deterrence* 7. Nye, *Hawks, Owls, and Doves* 8. Keegan, *A History of Warfare*

5-2a

Mapping Global Conflict

Date: ____________________ Source of data: __________________________

Type of conflict: ____

Location where conflict first occurred: ______________________________

Has conflict been confined to the original location? Yes______ No_____

If no, what contributed to the spread of the conflict? __________________

____

Is the conflict between (check one or more)

_____individuals ______groups _______nations

What areas of conflict, beyond the one that you are investigating, also impacted the situation you are focusing on? ______________________________

____

Identify major parties involved in the conflict: __________________________

____

Briefly describe the conflict: ____

____

____

What measures have been used to reduce or end the conflict?

____

____

Have conflict resolution measures been successful? Why? Why not?

____

____

New words I learned that are related to this issue:

____

Circle the number that best represents how serious you think this conflict is.

Very Serious Moderately Serious Not too serious

1 2 3 4 5 6 7 8 9 10

National Security Rating Schedule

COUNTRY	POINTS
Adequacy of Food	
Adequacy of Health Care	
Access to Education	
Involvement in International Conflict	
Degree of Political Freedom	
Legitimacy of Human Rights Protection	
Adequacy of Housing	
Legitimacy of Equal Rights Protection	
Stability of Government	
GNP (Gross National Product)	
TOTAL	

Rating Scale

1	2	3	4	5	6	7	8	9	10
Extremely Insecure									Extremely Secure

Include a map showing where your country is located or a written description of its location.

Security Priorities

Below is a list of fourteen indicators that can be used to help assess the quality of life and quality of security that is found in a country. Rank each of the items below. Use a rating scale where #1 is the most valuable indicator that would help identify a secure environment and #14 is the least valuable indicator that would be helpful in assessing whether the country has a secure environment.

1. The number of telephones that are available to citizens.	
2. The amount of energy that is available to citizens.	
3. Gender equality, based on comparisons of life expectancy, literacy, income, etc.	
4. Life Expectancy.	
5. Quality and Quantity of nutrition available to citizens.	
6. Amount of military spending on the part of the nation.	
7. Number of deaths attributed to war that the country is engaged in.	
8. How much the country is involved in peacekeeping operations.	
9. Income and purchasing power of citizens.	
10. Inflation rates within the country.	
11. Degree of unemployment in the country.	
12. Number of citizens who have been victims of human rights abuses.	
13. Quality of life as measured by education, income, longevity, etc.	
14. Illiteracy levels in the country.	

State of the World 1999

TOPIC	CHINA	COLOMBIA	SOUTH AFRICA	TURKEY	UNITED STATES	YUGOSLAVIA
Life Expectancy	65-74 years	65-74 years	65-74 years	65-74 years	75 + years	65-74 years
Incomes (real purchasing power per person 1995 in International dollars)	$1,000—$4,999	$5,000—$9,999	$1,000—$4,999	$5,000—$9,999	$20,000—and over	No Data
Rising Prices (Average annual inflation rate 1990-1996 percentages)	5.1–15%	15.1—50%	5.1—15%	50—100%	0—5%	No Data
Unemployment (Proportion of Labor Force Unemployed 1995)	0—5%	6—10%	0-5%	6-10%	6—10%	No Data
War (Deaths from war during 1990s)	None	10,000—100,000	10,000—100,000	10,000—100,000	1—1,000	1,000—10,000
Human Rights (Abuses during the late 1990's)	State uses torture	Extra-judicial executions	State uses torture	Extra-judicial executions	Arbitrary arrest/Unfair trials	Brutal treatment by police and prisons
Quality of Life Human Development Index (HDI) (Longevity, education, and income)	Medium to Low	Medium to High	Medium	Medium	High	No Data
Illiteracy (People over 15 years old unable to read or write in 1995)	10—30%	10—30%	10—30%	10—30%	Up to 10%	Up to 10%

State of the World 1999

TOPIC	CHINA	COLOMBIA	SOUTH AFRICA	TURKEY	UNITED STATES	YUGOSLAVIA
Telephones (per 1000 people)	5-99	100-299	100-299	100-299	Over 500	100-299
Energy Use (1995 kg per person or oil equivalent)	1,001—5,000	501—1000	1,001—5,000	1,001—5,000	5,001 and above	1,001—5,000
Gender Equality (based on comparisons of men's and women's life expectancy, literacy, school enrollment, and earned income. Higher numbers equal more equality)	600—799	800—899	600—799	700—799	900 and over	No Data
Life Expectancy	65-74 years	65-74 years	65-74 years	65-74 years	75 + years	65-74 years
Nutrition (calories available as a proportion of need)	110—119%	100—109%	120% and over	No data	120% and over	No data
Military Spending (per person in 1997 U.S. dollars)	$11-$50	$51-$200	$51-$200	$51-$200	Over $1,000	No Data
War (Deaths from war during 1990s)	None	10,000—100,000	10,000—100,000	10,000—100,000	1—1,000	1,000—10,000
Peacekeeping (National armed forces' contribution to peacekeeping operations)	Less than .1%	.1—1%	None	.1—1%	.1—1%	None

End of the Twentieth Century Human Rights Abuse Reports

CHINA

According to human rights groups, China continues to violate the basic human rights of thousands of its citizens. At the end of 1999, Amnesty International reported that hundreds, and possibly thousands, of political activists and suspected opponents of the government had been detained by the government during the year. Thousands of additional political prisoners—many of them prisoners of conscience jailed in previous years—remain imprisoned.

Some prisoners have been sentenced at the conclusion of unfair trials. Others have had no trial at all and have not been charged with any crime. Political trials, in China, do not meet international fair trial standards. Torture and ill treatment of prisoners is common and sometimes result in death. The death penalty is used extensively.

In 1999 U.S., President Bill Clinton and U.N High Commissioner for Human Rights, Mary Robinson visited China to discuss human rights. Some people viewed the visits as an indication of China's willingness to begin discussing human rights reform. In what can be considered another sign of progress, in October 1999 China signed the International Covenant on Civil and Political Rights.

Yet repression of political dissenters continued. For example, China passed new regulations requiring the registration of "social groups", and regulations on publishing. Freedom of expression and association were restricted with the new regulations. Just a few examples of repression and detention that have been reported follow:

- ☐ A crackdown on suspected Uighur nationalists and independent Muslim religious leaders continued in Xinjiang Uighur Autonomous Region. While violent clashes between small groups of Uighur nationalists and the security forces were reported, hundreds of peaceful religious followers were arbitrarily detained merely because they were suspected nationalist sympathizers. Thousands of political prisoners were reportedly imprisoned and many were tortured. At least 14 Uighur political prisoners accused of having used violence were executed.

- ☐ In 1997 Abdet Pettar, a medical surgeon at Gulia's military hospital, was reported arrested. He was accursed of having treaded on "national separatists." At the end of 1999 he was still being held in a military prison. No charges had been filed against him. In the same year, additional government officials from Gulia were also arrested, based on similar allegations. At the end of the century, they too remained imprisoned, but had not been charged with a crime.

- ☐ Many cases of torture have been reported by unofficial sources. One such case tells about three men, Zhou Guiyi, Xiao Beizhou and Yu Li, who were beaten to death by police in Hubei's Xinzhou County. Families of the three men received compensation, but no one was ever held responsible for the beating deaths.

COLOMBIA

Andres Pastrana, elected President of Colombia in August of 1999, commented while visiting Spain in October of 1999 "Peace is a long process that is not achieved from one day to the next". He added that he hopes a peace agreement can be reached with the country's principal Marxist guerilla group—FARC—before his term ends in 2002 but "cannot guarantee success." According to an October 25, 1999 New York Times report, Pastrana had just met with members of the guerrilla leaders "at a site deep in a rebel-controlled zone."

Paramilitary groups, government police and military personnel, and right wing death squads have been accused of widespread human rights abuses during decades of civil unrest in Colombia. Amnesty International reported that security forces or paramilitary groups operating with their support or acquiescence, in 1999 killed more than 1,000 civilians. Data reported is similar to reports from earlier years. For example, a 1988 report reads: "Hundreds of suspected opponents of the armed forces were detained, tortured or killed by "death squads" apparently composed of military personnel or civilians acting on behalf of the armed forces...The victims extended beyond those identified with the left-wing opposition to include members of virtually any independent organization or profession considered to be critical of the armed forces campaign against "subversion".

Additionally, in 1999 human rights activists were threatened and attacked; at least six were killed. "Death squad" style killings continued in urban areas and armed opposition groups were responsible for numerous human rights abuses including deliberate and arbitrary killings and the taking of hundreds of hostages. Examples include:

☐ In July of 1999, 7,000 civilians from the central Magdalena Medio region fled a major paramilitary offensive. After reaching agreements with the government that they would be protected, they returned in October. President Pastrana personally signed the accords guaranteeing their safety. However, the government failed to comply with their commitments and the paramilitary groups returned. The paramilitary group targeted community leaders. Evidence indicates that the regular armed forces and paramilitary groups work in cooperation with one another in the region.

☐ Internationally renowned lawyer Dr. Jose Eduardo Umana Mendoza was shot dead in his office in Bogota, the capital of Colombia, in April of 1999. Shortly before his death, he had informed the judicial officials that the army's intelligence department and the judicial police were preparing an attempt on his life. For more than twenty years, Dr. Umana had represented political prisoners, trade unionists and relatives of the "disappeared" and had investigated and denounced numerous cases of serious human rights violations.

☐ In July 1999 outgoing President Ernesto Sam per Pizano formally accepted state responsibility for a series of massacres carried out by army and police personnel and paramilitary organizations, including the killing of eight children in Villatina, Medellin in 1992; the killing of 20 members of the Paez indigenous community in El Nilo, Cauca in 1991; and the massacre of 17 peasant farmers in Los Uvos, Cauca. Although judicial investigations established the identity of armed forces and police personnel implicated in the massacres, no one had been brought to justice by the end of 1999.

SOUTH AFRICA

Nelson Mandela, long held in South African prisons for his opposition to apartheid, was installed as President of South Africa. The struggle to end apartheid was a violent one. While human rights organizations throughout the world supported the goals of anti-apartheid groups, many found it impossible to support the violent resistance employed by the movement.

Following the fall of apartheid, the Truth and Reconciliation Commission conducted investigations and held hearings to bring to justice those responsible for human rights violations. The Commission has had limited success. A TRC report released in March of 1999 concluded that most gross human rights violations between 1960 and May 1994 had been committed by the "former state through its security and law enforcement agencies...and in collusion with certain other political groupings, most notably the Inkatha Freedom Party", whom the TRC identified as a major perpetrator of gross human rights violations. The TRC found that from the late 1970's, the former state "knowingly planned, undertook, condoned and covered up the commission of unlawful acts, including the extra-judicial killings of political opponents and others, inside and outside South Africa". In December of 1999, South Africa ratified the International Covenant on Civil and Political Rights and the UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment.

Post apartheid human rights violations continue in South Africa. In 1999 there were frequent reports of deaths of people while in custody, some of which resulted from torture or ill treatment of detainees and prisoners by police, the military or prison wardens. A number of people shot dead by police may have been extra judicially executed, and some political killings were apparently carried out with the complicity of security forces. Examples of abuse include:

- ☐ In September of 1999, Zweli Kenneth Ndlozi died in police custody, two days after allegedly being assaulted at his home in Soweto by military police looking for weapons. His family searched but failed to find him at local police stations. Police later informed the family that Ndlozi hung himself in jail, and died. The results of a government post-mortem investigation were contradicted by an independent forensic investigation which found extensive abrasions on Ndlozi's legs, arms, shoulders, back, chest and head as well as burns probably caused by cigarettes. At the end of 1999, no inquest had been held.
- ☐ On October 20, 1999, Monaheng Kala, a self-employed builder and opposition party supporter in Lesotho, was arrested at his home in Maseru by members of the SANDF (South African National Defense Force) and Lesotho police. He was allegedly taken by the SANDF across the border into South Africa to a military camp near Ladybrand, where he was tortured with electric shocks, partially suffocated with rubber tubing, and beaten while being interrogated. Four days later he was taken home and released. No charges were filed. At the end of 1999 no investigations had been instituted.
- ☐ In 1999 the South African Human Rights Commission expressed concern over serious overcrowding and ill treatment of prisoners waiting trial or serving sentences in South African prisons. They found that a number of prisons failed to provide hot water, electricity, ventilation, beds or bedding, proper sanitation or lighting. From its inspection, the SAHRC concluded that "prisoners were assaulted indiscriminately, in many prisons on a daily basis, and ...no action was taken against offending staff.

5-4c, cont.

TURKEY

Amnesty International reports that hundreds of people were detained as a result of their non-violent political activities in Turkey during 1999. Most were released after a short period of police detention, but others were sentenced to prison. Torture was reported as commonplace. Additionally, at least ten people were reported to have died as a result of torture while in custody.

In 1999 there were no judicial executions in Turkey, although courts continued to pass death sentences. Yet, armed opposition groups are reported to have committed at least 39 deliberate and arbitrary killings of prisoners and civilians during the year. During 1999 five people reportedly "disappeared" and at least fifteen people were killed in circumstances suggesting that they had been extra-judicially executed.

Demonstrators, including human rights defenders, students and Islamists, were frequently taken into custody from peaceful public meetings or their organization's offices, and held for hours or days in police detention solely because of their non-violent political activities.

Some examples of human rights abuses include:

- In June of 1999 journalist Ragip Duran began serving a ten-month prison sentence imposed in December of 1995 for a 1994 interview with an opposition leader.

- Relatives of victims of "disappearance" who continued to hold a vigil every Saturday in the Galatasaray district of Istanbul were repeatedly harassed, detained and ill-treated by police, according to Amnesty International's 1999 human rights report. Hanim Tosn, whose husband Fehmi Tosun "disappeared" in Istanbul in October 1995, reported that she was beaten with a truncheon, punched and kicked when she was detained during a vigil in September of 1999. She and other detainees were sprayed with pepper spray, requiring hospital treatment after release.

- Since May 1995, relatives of people who "disappeared" in police custody have been holding a weekly vigil in central Istanbul, demanding that the authorities account for the fate of their loved ones. They are known as Saturday Mothers. Vigil participants have encounter police harassment, ill-treatment, detentions and prosecutions throughout this time, but continue to gather each Saturday holding photographs of family members who have "disappeared. Similar vigils have been held, weekly, in the United States and elsewhere, to support families of the "disappeared" in Turkey.

- In March 1999 18-year-old Mehumet Yavuz died after interrogation at Adana Police Headquarters in connection with a theft. Police authorities initially stated that he had died of a heart attack, but the autopsy indicated that the cause of death was "stomach trauma caused by a blow". Eleven police officers were detained and charged with torturing and killing Yavuz. The trial was not yet held at the end of 1999.

UNITED STATES

In January of 1999 the UN Special Reporter of extra-judicial, summary or arbitrary executions issued a report on his 1997 visit to the USA. In his report, he called for a moratorium of executions and concluded that "race, ethnic origin and economic status appear to be key determinants of who will, and who will not, receive a death sentence." Yet, the death penalty continues to be used extensively. Since the 1977 end of a moratorium on the death penalty the United States has executed more than 500 people. In 1999 sixty-eight prisoners, including three juveniles (Each were the product of an abusive, poverty-stricken childhood), were executed in 18 states. At the end of 1999 more than 3,500 people remained on death row.

Between October 1998 and May 1999, 3,200 people sought asylum at U.S. ports of entry. Of those, 68 percent have been released, 13 percent are still in detention and 20 percent of the cases have been resolved, according to a statement released by the INS in September 1999.

In August of 1999 the UN Special Reporter on violence against women visited prisons and immigration detention facilities in the U.S. In Michigan, UN officials were refused entry into prisons where it had been alleged that female inmates had been sexually abused by guards.

In 1994 Bill Clinton took office as President of the U.S. In June of that year, the U.S. ratified the International Covenant on Civil and Political Rights. However, it entered a large number of reservations in which it did not accept all of the terms in several articles, including Article 6 on the right to life, and Article 7 prohibiting torture and other cruel, inhuman or degrading treatment or punishments. In 1999, Amnesty International reported continuing reports of "torture and ill-treatment by police and prison officers, and of shootings by police in disputed circumstances." Examples of human rights abuses reported to Amnesty International include:

- ☐ Paraguayan citizen Angel Francisco Breard was executed in 1999, despite an International Court of Justice order that his execution be suspended. Five days after the UN asked for a delay of Breard's execution*- based on Vienna Convention on Consular Relations to which the U.S. is a party- Breard was executed. Breard was denied assistance, as required by the Convention. Six months after the execution, the US government issued an apology to the government and people of Paraguay for violation of Breard's rights under the Convention. At the end of 1999, an additional seventy-three foreign nationals remained under sentence of death in the U.S. Almost all had been denied their rights under the Convention.

- ☐ Officers in some U.S. police departments are authorized to use stun guns or tasers. The stun gun is a handheld device with two metal prongs that emit an electric shock. The taser is a handheld device, which shoots two barbed hooks into the subject's clothing from a distance: the current is transmitted through wires. In both cases a high voltage "jolt', typically 50,000 volts, incapacitates the subject.

☐ There have been several reported deaths following the use of such weapons. In July 1996, a 29-year old woman, Kimberly Lashon Watkins, died after being shot by police with a taser in Pomona, California. Five months later, Andrew Hunt Jr. died when Pomona police reportedly shot him several times with a taser after he had been handcuffed.

Electro-shock weapons, similar to those used in the U.S., are used to torture victims in countries around the world. Stun guns have been banned for law enforcement in countries including Canada and most of West Europe. As of 1995, Illinois, Hawaii, Michigan, Massachusetts, New Jersey, New York, Rhode Island and Washington DC. - as well as other cities- have banned the use of stun guns.

Amnesty International reports that prisons and jails across the U.S. violate human rights of prisoners daily. "In some cases, guards fail to stop inmates assaulting each other. In others guards are themselves the abusers, subjecting their victims to beatings and sexual abuses. Prisons and jails use mechanical, chemical and electroshock methods of restraint that are cruel, degrading and sometimes life-threatening. The victims of abuse include pregnant women and the mentally ill." Examples include:

☐ In 1996, Anderson Tate was taken to the St. Lucie, Florida County Jail. Tate, who had swallowed cocaine when arrested, died while strapped in a restraint chair for three hours. While Tate moaned and prayed, jailers taunted him and ignored his pleas for help. After an investigation, two deputies were dismissed, but no charges were filed. In a similar situation, Michael Valent died as a result of a blood clot, after being held for 16 hours in a restraint chair at a Utah State Prison. In 1997 prison authorizes reported that the chair had been used more than 200 times, during the previous two years. The Department has since stopped using the restraining chair that had been used primarily on mentally ill patients, for as long as five days

☐ In 1999 Amnesty International reported that asylum-seekers, while not criminals, are often detained with criminals. In violation of international standards, they are held indefinitely. Treated like criminals, they are often stripped and searched, shackled and chained, held in inhuman and degrading conditions, and sometimes physically and verbally abused. They are, according to AI, often denied access to families, lawyers and non-government organizations who could help them.

Children who need protection from persecution in their county of origin reportedly continue to be separated from their families, and held in prison-like conditions, in breach of international standards. Women asylum-seekers are more likely than men to be detained with criminal offenders. Their access to legal and social assistance is limited or non-existent. They often cannot communicate in English, and find the environment terrifying.

Indefinite detentions have been known to turn deadly. In Pennsylvania, the INS refused to parole an asylum-seeker with a heart condition, although his lawyer had arranged for his release. After being held in detention for over a year, he collapsed and died of a heart attach in 1996.

YUGOSLAVIA (Federal Republic of)

In 1946, following the atrocities of World War II, Nazi war criminals were tried in the world-famous Nuremberg Trials. The trials, carried out by the Allied powers, were public and demonstrated to the world the extent and horror of the human rights abuses committed by Nazis and Nazi sympathizers.

In May 1993, the United Nations Security Council approved plans for an International War Crimes Tribunal to investigate war crimes, crimes against humanity, and genocide in Yugoslavia, the result of decades of civil unrest. In October of 1995 the tribunal began hearing testimony at the Hague in the Netherlands ....

Throughout 1999 ethnic Albanians, who form the majority in Kosovo province, continued to demand independence from the Federal Republic of Yugoslavia. Starting in March the police, and later the Yugoslav Army, deployed large forces in response to small-scale attacks by the Kosovo Liberation Army, which seeks independence by violent means.

During 1999 more than 250,000 Yugoslavians, mostly ethnic Albanians, were displaced, often forcibly by police, soldiers or opposition ethnic Albanian forces. Armed opposition forces were responsible for human rights abuses, including the abduction of dozens of people, many of whom remained unaccounted for at the end of 1999. Reports of ill treatment, torture and excessive use of force were often reported.

Hundreds of ethnic Albanians and smaller numbers of Serbs or Montenegrins were killed in armed conflict in Kosovo during 1999. Many of them were extra-judicially executed by police or deliberately and arbitrarily killed by armed ethnic Albanians. Additionally, hundreds of ethnic Albanians "disappeared" at the hands of security forces. At least 1,000 ethnic Albanians were detained and placed under investigation on charges of "terrorism" and "armed rebellion". Many were reportedly tortured or ill treated during interrogation. Many were convicted after unfair trails; some were possible prisoners of conscience. Examples of abuses include:

- ☐ In July 1999 Destan Rukiqi, a lawyer and human rights activist, was charged with insulting a judge who refused to give him access to a client. He was sentenced to 60 days imprisonment. After six days he was transferred to a hospital with kidney injuries sustained as a result of being beaten in police custody.
- ☐ In March 1999, in towns throughout Kosovo, hundreds of ethnic Albanians were beaten by police during demonstrations against police violence For example, around 100 people were injured in Pec during and following a demonstration. At least six unarmed ethnic Albanian demonstrators were reportedly shot by police, one died of his injuries. Victims of the beatings included a 16-year-old schoolgirl who suffered injuries to her head and legs from blows from truncheons (billy clubs).
- ☐ Hundreds of ethnic Albanians were reported missing by the end of 1999. There was evidence that many of them had "disappeared" as a result of action by the police. For example, in April Hafir Shala, an ethnic Albanian doctor, was detained and taken to a police station in Pristian. Although others detained with him were quickly released. Hafir Shala was not seen again. Authorities would not acknowledge his detention or provide information about his whereabouts.

Global Security Indicators and Women

Below is a list of situations that exist throughout the world. Work together with several other students and write down the names of the countries that you think the situation applies to. Not all countries where these conditions exist will be listed on the answer page that will be provided to you. And you are not expected to know all of the countries where these conditions exist. Draw on your knowledge of the world's cultures and current economic situations to try and figure out which countries best fit each of these profiles. In some countries "keeping women in their place" is more than an insulting statement.

1. During the 1990s these countries have witnessed an increase in religious fundamentalism leading to heightened legal and/or social restrictions on women:
2. During the 1990s these countries were known to have compulsory government mandated dress codes for women:
3. During the 1990s it was reported that women in these countries were attacked for allegedly being "immodestly dressed":

During the 1990s almost two out of every three illiterate people in the world are women.

4. In these countries over 75% of women were illiterate during the 1990s:
5. In these countries between 51% and 75% of women were illiterate during the 1990s:
6. In these countries less than 10% of women were illiterate during the 1990s:

About 70% of the world's women reportedly use some kind of contraception; though there remain large areas, especially outside cities, where there is no access to anything except traditional methods. These are often unreliable and sometimes unhealthy, as are some of the modern contraceptive and sterilization methods promoted in poorer countries. In many areas large families result in malnutrition, limited educational opportunities, and widespread poverty for all members of the family.

7. In these counties fewer than 40% of married women of reproductive age use contraception.
8. In these countries fewer than 20% of married women of reproductive age use contraception.

In the 1990s women owned about 1% of the world's land.

9. In these countries some or all women, living under customary or religious laws, did not have the same legal rights as men to inherit or own property, land, or wealth in the 1990s:

In the 1990s women were the greatest and fastest growing population of the world's poor. More than men, they lacked the resources to stave off or climb out of poverty.

10. In these countries between 10% and 25% of all people lived in poverty during the 1990s. In each of these countries more women than men lived in poverty:

11. In these countries between 26% and 50% of all people lived in poverty during the 1990s. In each of these countries more women than men lived in poverty:

In many rich countries, women attended universities in equal or greater numbers than men during the 1990s. However, this was not so for all countries during this time.

12. In these countries between 46% and 55% of the students enrolled at universities during the 1990s were women:

13. In these countries between 26% and 35% of all the students enrolled at universities during the 1990s were women:

Women are still significantly underrepresented in the higher paid, higher prestige sectors of the workforce. Although there are signs of improvement, the "glass ceiling" that keeps most women out of the top jobs remains in place. The United Nations estimates that women will have to wait until the year 2490 to achieve equal representation with men in the higher echelons of economic power.

14. As of the 1990s women held between 11% and 25% of the administrative and managerial positions in these countries:

15. As of the 1990s women held less than 10% of the administrative and managerial positions in these countries:

16. As of the 1990s women held over 40% of the administrative and managerial positions in these countries:

Global Security Indicators and Women–Answers

1. Afghanistan, Algeria, Canada, Egypt, Malaysia, Niger, Nigeria, Pakistan, Poland, Saudi Arabia, Sudan, Turkey, United States

2. Afghanistan, Iran, Saudi Arabia, Sudan

3. Afghanistan, Algeria, Iran, Nigeria, Pakistan, Saudi Arabia

4. Afghanistan, Ethiopia, Mali, Nepal, Niger, Pakistan, Senegal

5. Algeria, Angola, Bahrain, Benin, Egypt, Ghana, Guatemala, India, Iraq, Mauritania, Morocco, Saudi Arabia

6. Argentina, Australia, Canada, Chile, France, Germany, Greenland, Italy, Kazakhstan, Norway, Poland, Russia, Spain, Sweden, Ukraine, United States, Venezuela, Yugoslavia

7. Saudi Arabia, Iran, Nepal, Papua New Guinea, Mexico, Venezuela, South Africa, Namibia, Botswana, Syria, Kenya, Tanzania

8. Mali, Senegal, Gambia, Guinea, Cote of Ivory (Ivory Coast), Niger, Sudan, Democratic Republic of Congo, Ethiopia, Madagascar, China, Haiti, Burma, Laos, Iraq, Liberia

9. Afghanistan, Algeria, Botswana, Cameroon, Car, India, Iran Kenya, Libya, Malaysia, Morocco, Mozambique, Namibia, Niger, Pakistan, South Africa, Sudan, Tanzania, Zambia, Zimbabwe

10. Australia, Canada, Indonesia, Italy, United States

11. Ethiopia, India, Ivory Coast, Madagascar, Niger, Ethiopia, Tanzania

12. Argentina, Australia, Botswana, Brazil, Canada, Colombia, Finland, France, Guyana, Hungary, Italy, Kazakhstan, Libya, Malaysia, Mexico, Mozambique, New Zealand, Norway, Oman, Poland, Romania, Russia, South Africa, Spain, Sudan, Sweden, Thailand, Ukraine, United States

13. China, India, Iran, Iraq, Kenya, Malawi, Mozambique, Nigeria, Uganda, Zimbabwe

14. Bolivia, Chile, China, Columbia, Dominican Republic, Egypt, Ecuador, Ethiopia, French Guinea, Guyana, Mali, Mexico, Mozambique, Namibia, Papua New Guinea, Paraguay, South Africa, Venezuela, Zaire

15. Algeria, Car, Guinea, India, Indonesia, Iran, Mauritania, Nigeria, Pakistan, Sudan, Turkey, Zambia, Zaire

16. Australia, Canada, United States

The Bomb

"Sixteen hours ago an American plane dropped one bomb on Hiroshima, an important Japanese Army base. That bomb had more power than 20,000 tons of TNT." This brief message, delivered over the radion by President Harry S. Truman on August 6, 1945, dramatically changed the course of history.

With the dropping of the A-bomb assessments of worldwide security and insecurity were altered forever. This life-changing event brought with it new information and a new vocabulary that both enlightened and frightened people around the world.

July 16, 1945 marked the beginning of the atomic age. On that date the first atomic bomb was exploded in the desert 34 miles north of Santa Fe, New Mexico. Three weeks later the Enola Gay, a B-29 bomber, dropped the first atomic bomb ever used in war. It wiped 4 square miles of Hiroshima, Japan, off the face of the earth, and killed or injuried 160,000 people. Three days later the Great Artiste, another Superfortress bomber, dropped a second bomb on Nagasaki, Japan, killing 36,000 people and destroying 40% of that city. Photographs of mushroom clouds and fireballs documented the devastating reality of the A-bomb's destructive power. On August 14, 1945, five days after the bombing of Nagasaki, the Second World War ended with the surrender of Japan, a defeated nation.

Atomic testing continued after the war. In the late 1940's people gathered in front of a new invention called the television to watch the broadcasts of atomic testing. It was then that they became acquainted with the word "countdown" as they first heard scientists recite "10...9...8...7...6...5...4..."

In 1946 the public first heard about the AEC (the Atomic Energy Commission). We were told it was supposed to promote "the peacetime use of atomic energy." At the same time the public learned about the SAC (the Strategic Air Command) and its plan to have thousands of long-range bombers and missiles, each equipped with the destructive power of all the bombs dropped in WW II, ready to strike. The arms race was in full force. For example, in 1945 the Atomic Research Centre was established at Harwell, England. People throughout the world realized that the U.S. would no longer be the sole nation to control nuclear weapons, or as they are commonly called, "nukes."

In 1952 the U.S. tested the first H-bomb, short for hydrogen bomb, which was reportedly 250 times more powerful than the A-bomb the U.S. dropped on Hiroshima. In the same year Winston Churchill announced that Britain had produced an atomic bomb. Later, in February of 1955, an Atomic Energy Commission report revealed that an exploded hydrogen bomb had the capacity to devastate a 700-square mile area.

Immediately following the testing in the Pacific, fear of radioactive fallout became an international concern. Health, human rights, and religious concerns spawned the creation of anti-nuke organizations such as SANE (Committee for a Sane Nuclear Policy). "Ban-the Bomb" marches and protest rallies escalated worldwide. During this time, some nuclear scientists spoke out against continued atomic research, which promoted further development of weapons of mass destruction. Other scientists responded to concerns with the development, in 1957, of a "clean bomb" that they said would be tested underground to prevent the release of deadly fallout. Public debate about safety and security concerns was not abated. In an effort to calm public concern, in 1962 the U.S. government told the public that those nuclear bombs, warheads, reactors, etc. were fail-safe and could not spontaneously explode.

Following World War II, and the bombing of Hiroshima and Nagasaki, scientists who were major contributors to the development of "the bomb" publicly addressed the ethical consequences of their scientific discoveries. In a lecture at the Massachusetts Institute of Technology in 1947, atomic physicist Robert Oppenheimer told the audience "The physicists have known sin, and this is a knowledge which they cannot lose." Albert Einstein made this statement to the press in 1958: "It should not be forgotten that the atomic bombs were made in this country (U.S.) as a preventative measure. It was to head off its use by the Germans if they discovered it. We are in effect making the low standards of the enemy in the last war our own for the present." Edward Teller made this public statement in 1958: "It won't be until the bombs get so big that they can annihilate everything that people will really become terrified and begin to take a reasonable line in politics." Noting his decision to use the bomb, Harry Truman made this entry in his diary on July 25, 1945: "This weapon is to be used against Japan between now and August 10th.... It seems to be the most terrible thing ever discovered, but it can be made the most useful."

Prior to entering World War II, Franklin Roosevelt and Winston Churchill, leaders of two superpower nations, discussed the formation of an international alliance that would help maintain world peace. At the conclusion of WWII, the discussion continued and on October 24, 1946 fifty-one nations signed a charter establishing the United Nations. From its inception, the U.N. has promoted various nuclear test ban treaties. In 1963 the U.S., U.S.S.R., and Great Britain signed a significant nuclear testing ban. Yet, as recently as the fall of 1999, the United States Congress refused to authorize the U.S. entering into a comprehensive nuclear test ban treaty. The future of that comprehensive treaty remains in the hands of future politicians.

From the beginning, the U.N. and its member nations have dedicated themselves to maintaining peace by alleviating military hostilities and actively promoting the physical, emotional, and educational well being of people throughout the world. Kofi Annan, the current Secretary General of the United Nations as of 1999 has defined peace and security this way: "Even in 1945, our founders recognized the need to fight on two fronts to win the battle for enduring peace: on the security front, where victory spells freedom from fear: and on the economic and social front, where victory spells freedom from want."

The Bomb - Vocabulary

ARMS RACE: The competition between nations to develop and produce bigger, better, and more military arms/weapons.

ATOMIC AGE: A period in history which began at 5:29:45 a.m. on July 16, 1945 when the U.S. exploded the first atomic bomb at Alamogordo, New Mexico. It is characterized by the use of atomic energy as a military, political, and industrial influence.

ATOMIC BOMB:(ATOM BOMB, A-BOMB, THE BOMB) – A weapon, first developed by the U.S., deriving its explosive force from the release of atomic energy. It was first used by the U.S. at the conclusion of World War II in 1945, when it bombed Hiroshima, Japan, killing or injuring 130,000 people and leveling 90% of the city. This bomb was later developed by other nations.

ATOMIC ENERGY COMMISSION (AEC): An intergovernmental organization established in 1957 by the United Nations to promote peaceful uses of atomic energy. In 1998 there were 128 member nations.

BAN THE BOMB: A slogan used by peace activists when calling for the universal ban on the production and use of nuclear bombs.

CLEAN BOMB: A hydrogen bomb that produces less radioactive fallout than an atom bomb.

COUNTDOWN: Counting backwards, in fixed time units, until the moment that a bomb is dropped, or rocket launched. It is often referred to, today, as a situation that produces high anxiety, before a deadline like a final exam.

ENOLA GAY: The name of the B-29 Bomber that dropped the first atomic bomb on Hiroshima, Japan on August 6, 1945.

FAIL-SAFE: A system that is guaranteed not to fail. Nuclear warheads, for example, are designed to require coded controls at several different points before they reach their final destination. The system is designed to prevent an accidental or unauthorized military strike. The U.S. military coined the term during the 1940s and 1950s to assure people that nuclear bomb testing was safe.

FALLOUT: Minute particles of radioactive material produced by nuclear explosives. It falls to earth following an explosion, contaminating plants, water and animals. It can cause leukemia or bone cancer in people. The term is used today to describe unintended or unexpected outcomes of a behavior.

FIREBALL: An enormous ball of fire that rises above the earth following a nuclear explosion.

GREAT ARTISTE: The name of the B-29 Bomber that dropped the second atom bomb used in World War II. The bomb decimated the city of Nagasaki.

HYDROGEN BOMB (H-BOMB): A bomb that is 250 times more powerful than the atom bomb. The U.S. first exploded it in 1952. Soon after, it was developed by Russia, Great Britain, France, and China. It was considered an important part of the Cold War arsenal.

MUSHROOM CLOUD: A mammoth cloud of dust, debris, and nuclear fallout that rises above the earth following a nuclear explosion. The cloud, which resembles the shape of a mushroom, has become a potent symbol of the destruction caused by nuclear weapons.

NAGASAKI: A seaport in southwest Japan where, on August 9, 1945 at the conclusion of World War II, the U.S. dropped the second atomic bomb ever used. This bomb was smaller than the one dropped on Hiroshima. It killed and wounded 75,000 people and devastated the city.

NUCLEAR WEAPONS (NUKES): Weapons of mass destruction powered by nuclear energy. They produce large explosions and produce hazardous radioactive waste.

RADIOACTIVE FALLOUT – see FALLOUT

STRATEGIC AIR COMMAND (SAC): Between 1946 and 1992 this unit of the United States Air Force organized and prepared combat missions.

SUPERPOWER: A powerful nation with superior military equipment and armed forces. Nations with nuclear weapons that were originally referred to as members of the "nuclear club."

TNT: Trinitrotoluene. A crystalline, water-soluble, flammable solid chemical that is highly explosive and primarily used by the military.

UNITED NATIONS (UN): An organization, founded after World War II, consisting of 150 member nations and representing 98% of the world's population. It is dedicated to solving international disputes that threaten world peace and security.

The Universal Declaration of Human Rights

The Universal Declaration of Human Rights is considered the foremost document that articulates the common standards by which all people should be treated with equal respect, and enjoy equal freedom, opportunity, and security. Below is a summary of the document:

Article 1.	Promotes the right to equality. Every person is presumed to be equal to others from the time of his or her birth.
Article 2.	States that all people should enjoy freedom from discrimination. Their personal identity should not be used in any way to treat them differently than people unlike themselves.
Article 3	Promotes the right to life, liberty, and personal security.
Article 4	Provides protection from slavery.
Article 5	Provides protection from torture, under any conditions or circumstances.
Article 6.	Every individual has a right to be recognized as a person before the law, and to be treated like any other person.
Article 7.	Every individual has the right to equality before the law. The law should be applied to every individual in the same way.
Article 8	Every individual has the right to pursue a remedy to a conflict before a tribunal.
Article 9.	Every individual has the right to be free from arbitrary arrest, detention, or exile.
Article 10.	Every individual has the right to fair public hearings/trials.
Article 11.	Every individual has the right to be considered innocent until proven guilty. No one can be denied the right to defend himself or herself and no one should be punished without a fair trial.
Article 12.	Every individual has the right to privacy. No one can intrude on your family, home, or correspondence.
Article 13.	Every individual has the right to move freely within the country where they reside, and to leave their country and return without interference.
Article 14.	Every individual has the right to seek asylum in another country, if their personal security is at risk in their own country.
Article 15.	Every individual has the right to belong to a country. No one can prevent another person from belonging to a country without a good reason, or from moving to another country.
Article 16.	Every individual has the right to marry and have a family. Restrictions may not be placed on whom you marry. And men and women have the same rights as one another, even if the marriage is dissolved. No one should be forced to marry against his or her will.
Article 17.	Every individual has the right to own property that cannot be taken from them without due process of law.
Article 18.	Every individual has the freedom to believe what they want and to practice the religion of their choice.
Article 19.	Every individual has the right to think and say what they want without interference.

5-7a, cont.

Article 20. Every individual has the right to peacefully assemble and associate with whomever they please. No one has the right to force you to belong to a group against your will.

Article 21. Every individual has the right to take part in their country's political affairs and to vote. All votes should be equal.

Article22. Every individual has a right to social security. Services and opportunities should be open to all people equally.

Article 23. Every individual has the right to select what type of work they want to do and be paid a fair living wage. No one should prevent anyone from belonging to a trade union.

Article 24. Every individual has a right to rest and to take regular holidays.

Article 25. Every individual has a right to have basic needs met (adequate food, health care, clothing, and shelter). All children have the same rights regardless of their mother's marital status.

Article 26. Every individual has a right to an education. Primary school should be free and education beyond that should be available to everyone without discrimination.

Article 27. Every individual has the right to participate in the cultural life of their community. Everyone has the right to benefit from the results of their scientific, literary, or artistic endeavors.

Article 28. Every individual has the right to a social and international order that protects all of the rights in this document.

Article 29. Every individual has a duty to the community to conduct themselves within standards that promote public order and the general welfare of a democratic society.

Article 30. Every individual is free from State interference while enjoying any of the above rights.

Background on Weapons of Mass Destruction

"I believe the proliferation of weapons of mass destruction presents the greatest threat that the world has ever known. We are finding more and more countries who are acquiring technology (not only missile technology) and are developing chemical weapons and biological weapons capabilities to be used in theater and also on a long-range basis. So I think that is perhaps the greatest threat that any of us will face in the coming years."

—Secretary Cohen's Confirmation hearing 1997
Department of Defense

Proliferation

The term weapons of mass destruction (WMD) refers to chemical, biological, and nuclear weapons, and the means to deliver those weapons (e.g. missile delivery systems). Many nations, citizen groups, and organizations are working to combat the spread of these types of weapons. These groups use the term nonproliferation of weapons of mass destruction to describe their mutual goals.

Countries that are attempting to develop or obtain weapons of mass destruction are referred to as non-possessor states. The countries that already have, and sometimes sell, WMD are called possessor states. During the 1990's the number of possessor states increased.

Countries Where Missiles Are Produced: Australia, Brazil,Canada, China, France, French Guinea, Germany, India, Iraq, Israel, Italy, Japan, Korea, Malaysia, Pakistan, Russia, South Africa, Spain, Switzerland, Taiwan, Turkey, Ukraine, United Kingdom,United States

The threat of WMDs is real and has already been put to use. For example, during the Persian Gulf War in 1991, Saddam Hussein of Iraq fired Scud missiles against U.S. land allied troops and civilian populations. Iraq is believed to have an extensive chemical arsenal, and used chemical weapons against Iraq's Kurdish minority in 1988. An estimated 5,000 people were killed during the conflict between Iran and Iraq.

The use of WMD has not been limited to military warfare. In 1995 a Japanese religious group released nerve gas in a Tokyo subway. At least twelve people were killed and another 5,500 people were reported injured.

Often referred to as the "poor man's weapons," most WMD are cheaper and easier to produce than many conventional weapons. It does not take an elaborate infrastructure to manufacture these weapons, which means even an individual or small group can develop their own arsenal. Many of the materials and technologies used to develop WMD are "dual-use items," which are also used for peaceful purposes, and are relatively easily accessible. Thus, their proliferation.

Nonproliferation

International law and treaties are being used to curtail the proliferation of WMD. They are used to reduce the number of WMD in a nation. They prohibit stockpiling WMD and prevent nations from using their WMDs or developing new ones.

The Nuclear Non-Proliferation Treaty (NPT); 1968

This treaty prevents nations that do not possess WMD from developing or acquiring them. It also prevents nations that do have WMD from selling or transferring them to nations that do not have them. The nations that have declared that they do have these weapons, as of 1997, are the United States, the Russian Federation, France, China, and the United Kingdom. The NPT has been successful in helping prevent nuclear proliferation and promoting international regional security.

The Strategic Arms Reduction Treaties (START I; 1991 and START II; 1993)

The United States and Russia have entered into these two treaties. Once fully implemented, deep reductions in strategic nuclear forces will be achieved. Together the treaties cover more than 14,000 nuclear weapons.

Biological Weapons Convention; 1972

This nonproliferation treaty obligates the signers to stop developing, producing, stockpiling, attaining, or transferring chemical weapons. However, signing nations can retain biological agents for other purposes.

Regional Arms Control

Nonproliferation has been advanced through the development of regional arms control treaties. For example, in 1967 the Treaty of Tlatelolco was entered into by Latin American and Caribbean nations. It established a nuclear-weapons-free area in a heavily populated region. These nations agreed not to acquire, manufacture, test, or use a nuclear weapon anywhere, or let another nation station such weapons in their territories. Similar treaties have been entered into in the South Pacific, African regions, and in Southeast Asian regions.

At the same time that treaties are being signed, more inexpensive chemical and biological weapons are being produced and sold through the black market. Political and terrorist organizations, which are prone to use these weapons, do not enter into treaties and exist beyond the control of governments.

5-8b

Preamble of the Convention on the Rights of the Child

Adopted by the General Assembly of the United Nations
November 20, 1989

The States Parties to the present convention,

Considering that in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all rights and freedoms set forth herein, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, or birth or other status,

Recalling that in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full harmonious development of his or her personality, should group in a family environment, in an atmosphere of happiness, love, and understanding,

Considering that the child should be fully prepared to live an individual life in society and brought up in the spirit of ideas proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity, Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant of Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care including appropriate legal protection before as well as after birth,"

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules"), and the Declaration on the Protection of Women and Children in Emergency and Armed Conflicts,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries, have signed and/or ratified the Convention.

Convention on the Rights of the Child: Articles 12-17

These articles afford children the protections, below, subject to the limitations prescribed by law and necessary to protect public safety, order, health, morals, and others' rights and freedoms.

The right to express views freely in all matters affecting the child (views given due weight in accordance with age and maturity)

The opportunity to be heard directly, through a representative or an appropriate body, in any judicial/administrative proceedings affecting the child, consistent with procedural rules of national law

The right to freedom of expression in any medium and regardless of frontiers

The right to freedom of thought, conscience, and religion

The freedom of association and peaceful assembly

Access to mass media information/material from a wide range of national and international sources, especially those promoting the child's well-being

These articles respect the parents' rights and duties to provide direction to their children in their exercise of rights, in a manner consistent with their developing capacities. These articles encourage the mass media to disseminate, with the international community's cooperation, information and material of a social and cultural benefit to the child, keeping mindful of minority/indigenous children's linguistic needs and following guidelines to be developed for protection from injurious information and material.

What Is a Memorial?

A memorial is a document comparable to a brief that is submitted to an international court or panel. It tells the court what your problem is, what you would like them to rule on, what ruling you think would be fair or lawful, and why your position is fair or lawful.

As you prepare your memorial, include:

Jurisdiction of the court, explaining why the court/hearing officers have the right to hear the case. Cite the elements of the Convention on the Rights of the Child that create jurisdiction.

Questions and issues that you are going to present or argue.

Statement of facts, an unemotional, step-by-step description of facts and theories that support your case/arguments.

Argument summary, where you summarize how your facts relate to your arguments.

Conclusion, or why the facts and arguments you presented should result in a favorable ruling. Tell exactly what ruling you are requesting.

Index, or list of laws and treaties you used in developing your case.

Political Cartoons: Are They Funny?

People often chuckle when they first look at, or read, a cartoon. Whether reading Charlie Brown or Doonsbury, the snicker usually dissolves quickly, but it often remains with the reader as a provocative thought. Cartoons have even expanded from simple drawings to full length animated films.

Originally called satires or caricatures, cartoons were designed to convey messages to people who could not read. Early cartoons lacked the humor we see in them today. However, like many of the cartoons we see today, early cartoons primarily delivered messages that were critical of political or religious events and leaders. Currently, over 200 editorial cartoonists produce work on a daily basis. Most newspapers and many magazines employ staff cartoonists.

An Englishmen named William Hogarth developed modern political cartooning during the first half of the eighteenth century. Hogarth brought attention to English moral corruption, and living conditions in city slums, by creating drawings for posters and handbills. In the United States, Ben Franklin created the first well-recognized cartoon. In 1754, he published his famous "Unite or Die" drawing of a snake cut into several pieces. The drawing was intended to urge the colonies to unite in fighting the French and Indian War.

Following this trend, in the late nineteenth century, Thomas Nast gained prominence as one of America's most famous cartoonists. Nast is best know for his savage attacks on a New York politician called Boss Tweed. He is also known as the creator of well known cartoon symbols including the Republican elephant, the Democratic donkey, and the jolly fat man in a red suit that to this day we call Santa Claus.

Editorial or political cartoons express opinions through pictures. Cartoonists use a variety of techniques to grab the attention of the reader. Some of the most commonly used and successful techniques are:

CARICATURE – This technique distorts a person's features, but still keeps the person recognizable. Cartoonists, for instance, drew Richard Nixon with a long nose and Ronald Reagan with a big wave of hair and a wrinkled neck.

STEREOTYPING – This technique depicts a member of a group (religious, racial, national, etc.) by using images and actions that are believed by some to be typical for that group, thus ignoring the individuality of group members. Negative stereotyping is common. Young women have often been viewed as buxom and dizzy and computer programmers are often viewed wearing thick glasses and out-of-style clothing.

SYMBOLS – Symbols provide images that are easily recognizable and generalize a concept, political organization, or nation. A swastika may represent any form of authoritarianism; a dollar sign is often used to illustrate the undue influence of money; a donkey is immediately recognized as representing a Democrat, and an eagle is recognized as representing the United States.

SATIRE – This is a method of making fun of something to point out that something is wrong with the policy or practice. A politician who is considered corrupt may be drawn driving a big car with piles of money spilling out of the car.

LABELS – This method uses a written word to identify a figure in a cartoon. When drawing a person who is not recognized as an individual, for instance, the cartoonist will write the word "environmentalists" or "isolationists" across the person's body. A picture of a bulldozer might be labeled "the Senate" to illustrate an effort to force a bill through the legislative process.

EXAGGERATION – This method is often used. It overemphasizes a situation by showing it as "bigger than life." For example, a picture of one hundred misbehaving students sitting elbow to elbow in a classroom might be used to illustrate classrooms that are considered overcrowded with thirty students.

Preamble to the Charter of the United Nations

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in the fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of the nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbours, and

to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interests, and

to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS.

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

Signed by 50 nations on June 26, 1945

5-10a

Workers' Rights and Security

Workers' Rights	Personal Consequences	Security Rating	Global Consequences Security Rating
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
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16.			
17.			
18.			
19.			
20.			

Security Rating: (1) Very Insecure-------------------------------(10) Very Secure

International Court of Justice: The World Court

At the close of World War II, nations throughout the world banded together to create a global organization that would set up mechanisms to substitute peaceful conflict resolution for armed conflict…the United Nations. The International Court of Justice (ICJ), also referred to as the World Court, is one of the tools employed by the U.N.

The structure of the Court provides an opportunity for disputing nations to voluntarily submit their differences to a jury consisting of jurists from different legal and political systems. The Court then relies on international law to decide on a resolution to the dispute. The ICJ uses the following sources to define the scope of international law:

- International treaties
- International customs
- General principles of law recognized by 'civilized' nations
- Teachings of highly qualified authors and publications writing about judicial decisions

The Court may also consider:

- Unilateral acts of international law
- Decisions and resolutions of international organizations
- Principles of equity and justice
- Judicial reasoning

The ICJ also has the ability to suspend formal rules of international law and formulate decisions based on the goal of achieving "justice." While the rules allow this type of resolution, it has never been put into practice.

Before the ICJ can hear a case it must have the consent of the nations or parties involved. There are three ways that the Court may obtain jurisdiction:

1) Two or more parties/nations who are involved in a dispute can mutually decide to ask the ICJ to review the dispute and issue an advisory or judgement.
2) Parties/nations may enter into a bilateral or multilateral agreement with a provision that disputes will be referred to the ICJ.
3) Nations/parties may have entered into a "general treaty" or dispute settlement, which provides that the ICJ will settle any dispute arising between or among them in a specific way.

The ICJ always has an obligation to act reasonably and judiciously. They must not infringe on globally accepted standards, justice and equity. The ICJ is empowered by the United Nations Charter to hear and decide legal issues in two different ways. They have the authority to issue either advisory opinions or legal rulings in contentious cases.

Advisory opinions are issued when an organization that is part of the United Nations wants an opinion on an international legal question. The Court will only issue an advisory opinion when asked by a State or organization that is part of the U.N. Cases that address a specific conflict between parties/nations may also be brought before the ICJ. "Contentious cases," as they are called, must be based on a legal question. The Court will not consider political questions. The Court will only hear contentious cases where the parties are member states of the United Nations, non-U.N. members who have endorsed the International Court of Justice, or non-members who accept the jurisdiction of the Court.

The International Court of Justice has been available to disputing parties for more than fifty years. While it has settled some disputes, its success has been limited. Some nations claim that the process is not fair or impartial, and refuse to submit disputes to the Court. The United States, for instance, has had a rocky relationship with the Court. Efforts continue to be made to review, and perhaps revise, the policies and procedures under which the Court operates.

International Labour Organization

The International Labour Organization (ILO) is the United Nations' specialized agency that promotes social justice and internationally recognized human and labor rights. The ILO was founded in 1919. It was created as part of the Treaty of Versailles (1919), and is the only major portion of that treaty that remains in force today. With the incorporation of the U.N. in 1946, the ILO became part of the United Nations.

The ILO sets international standards for basic labor rights, freedom of association, the right to organize, collective bargaining, abolition of forced labor, and equality of opportunity and treatment. It also sets other standards regulating conditions across the entire spectrum of work related issues. Member states/nations sign an agreement to oversee labor practices within their nation and insure that they comply with international labor standards.

The ILO cites three major reasons that international labor standards are necessary. First, they contribute to the possibility of lasting global peace. Social justice, as defined by the ILO, includes the right to voice an opinion, associate with whom one pleases, and to live free of poverty, racial or political discrimination, unemployment, economic insecurity, or inequitable distribution of wealth. "The cornerstone of the system of international labor standards," according to the ILO, "is hope for the defeat of social injustice, the cynicism which accepts it as an inevitable part of the human experience, and the possibility that lasting peace is incrementally easier to achieve with each and every defeat anywhere of social injustice."

Second, international labor standards can help mitigate potentially adverse effects of international market competition. Labor standards help develop a nation's human resources and improve the possibility of attracting foreign direct investment, according to the ILO. The retention of cheap labor practices keeps the nation in a cycle of poverty, which relies on low costs and low productivity for maintaining income.

And finally, it aids the development process. The ILO provides technical assistance to United Nations member nations. Its primary areas of focus are: vocational training and vocational rehabilitation; employment policy; labor administration; labor law and industrial relations; working conditions; management development; and occupational safety and health.

Below is a simplified examination of the procedure the ILO uses in representing the interests of national or international workers' or employers' organizations:

- The ILO receives a complaint. It acknowledges receipt of the complaint and informs the government concerned that the complaint has been lodged. The matter is then sent to the ILO Governing Board.
- If the matter is "receivable," i.e., appropriate to investigate, the Governing Board appoints a committee of three members to examine the matter. Freedom of Association matters are referred to a different committee appointed to handle such matters.
- The Ad Hoc committee examines the "representation" (charge). (They may contact the government concerned.) The Governing Body then considers the report of the Ad Hoc Committee. The government concerned is invited to send a representative.
- If it is confirmed that the matter is in violation of ILO international labor standards, the ILO will then set mechanisms for correcting the situation, including mandatory periodic reporting on progress, or problems.

Banana Trade Wars

My farm is typical of the Windward Islands. It covers 7 acres of mountainous terrain and provides me with an income which does not even meet my family's needs. Bananas are the only year round crop that can produce again within months of damage or destruction by storms, floods, or hurricanes, which are constant Caribbean hazards. We know we can only sell our bananas in the European Union (EU) because of the special arrangements which the EU provides us with as traditional suppliers to the UK. The World Trade Organization (WTO) has ruled against these arrangements and we could lose our market as a result of this. Employment in Dominica is hard to find and if I stopped growing bananas I simply do not know how else I could earn a living for myself and my family. I urge the Commonwealth to support the cause of the Caribbean banana industry on which so many livelihoods depend. —Emile Thomas, Dominican banana farmer.

Caribbean Banana Facts:

- Caribbean bananas are very healthy – they are grown using fewer pesticides or chemicals than bananas grown elsewhere.
- Caribbean bananas are grown by small farmers on their own land. Thousands of families and communities benefit directly when European consumers buy Caribbean bananas.
- Caribbean banana growers offer their workers fair wages. Workers are free to join trade unions and negotiate with their employers.
- Caribbean banana exporting countries such as Jamaica, St. Lucia, Dominica, St. Vincent, and the Grenadines are healthy and established democracies.
- Bananas are a vital export earner for many Caribbean states; in the Windward Islands they account for over half of all export earnings.
- By buying Caribbean bananas, consumers can help to sustain these island democracies, avoid the risk of economic and social collapse and the loss of this vital industry, prevent farmers from turning in desperation to growing drugs, and provide trade income instead of international handouts.
- Banana exports help to maintain regular shipping services to the islands – allowing essential imports and other exports to be transported relatively inexpensively.

Source: The Caribbean Banana Exporters Association

In 1997 representatives of the World Development Movement (WDM) visited banana plantations run by Chiquita, Dole, and Del Monte Fresh Produce (this is a different company than the canned fruit and juice company) in the Atlantic region of Costa Rica. They reported that they found strong evidence that workers were victimized for joining free trade unions (which had been banned) and handling hazardous chemicals without protection.

As a result of political pressure, in December 1998, Del Monte signed a historic agreement allowing independent trade unions to organize freely on its Costa Rican plantations. Workers and worker-rights activists hoped that this would enable workers to negotiate for improved working conditions, including winning protection against aerial spraying of dangerous chemicals.

Despite apparent gains, banana farmers have reported that their livelihoods are still in jeopardy. After agreeing to recognize the union, it has been reported that Del Monte threatened to transfer its operations from Guatemala to Honduras if workers did not renounce some of their previously acquired rights. Workers have reported to the WDM that their wages were cut 70% after they joined the union. As of early 2000, Chiquita and Dole had not been willing to recognize independent trade unions, stop the victimization of trade union members, or ensure stricter controls over the use of pesticides.

Until recently, small-scale farmers in the Caribbean Windward Islands and other former European colonies have been able to compete with the large-scale Latin American multinational corporations. The Lome Agreement guaranteed their place in Europe's markets. This situation changed in March 2000 when the World Trade Organization (WTO) ruled in favor of the United States in the "banana trade war." The Clinton Administration had protested EU violation of trading rules based on these practices of favoring imports from former colonies—a violation of trade agreements. The ruling will prevent the EU from giving preference to small banana farmers in the Caribbean. Preference will now be given to large corporations doing business in Latin America. The change in policy, according to the WDM, came about after "intense lobbying and big political donations to the Democratic Party" by the world largest banana company, Chiquita.

Worker-rights activists see this situation as an example of how multinational corporations can use the WTO to promote the growth of their business and profits, at the expense of "legitimate social and environmental needs" of developing countries.

1999 World Survey on the Role of Women in Development: Globalization, Gender, and Work

In October of 1999, the United Nations issued a report that describes economic trends that are commonly associated with economic globalization. The report focuses on how these trends affect women throughout the world. Some conclusions:

☐ Women have been incorporated into paid employment in greater numbers in the last two decades, usually under conditions inferior to those associated with men's employment.

☐ The proliferation of precarious forms of employment in the last two decades, such as part-time, informal sector, and home-based work, appear to have quickened the process of women's incorporation into paid employment.

☐ Costs of economic adjustment have been borne disproportionately by women who are living in poverty and are responsible for the welfare of their families. Increasingly, women in developing countries are shouldering family responsibilities alone.

☐ In some countries, the increase in the employment of women has resulted in an increase in export manufacturing. For example, in 1978 Bangladesh had only four garment factories, but by 1995, it had 2,400, employing 1.2 million workers. Ninety per cent of them were women under the age of 25.

☐ During times of economic crisis, women are most often the first to be fired in an effort to protect the jobs of male "breadwinners." "Women's jobs were not considered as important as men's, and thus were more dispensable", states the report.

☐ In the Republic of Korea, women have lost jobs at twice the rate of men, despite the fact that before a crisis, they had been the preferred labour supply with an unemployment rate that was half that of men's.

☐ Many women work in urban areas so that they can send money home to families living in rural areas. As jobs have "dried up" and money is not sent to extended families in rural communities, "many rural families have become completely destitute" in countries such as Indonesia. In the Philippines and Thailand, "families in desperation have sold their daughters into prostitution."

☐ Economic crisis in Thailand has resulted in almost 6 per cent of school students, or about 500,000 primary and secondary children, to have been forced to drop out of school. Estimates for Indonesia are even higher. A disproportionate number of dropouts are likely to be girls.

Child Soldiers

They are easy to recruit and they are expendable. Child soldiers are used as "cannon fodder" in conflicts around the globe, from Sri Lanka to Liberia, Chechnya to Guatemala. An estimated 250,000 to 300,000 child soldiers, some as young as ten years old, are fighting in civil wars throughout the world.

"We are appalled at what is being done to children," says Stephan Lewis on behalf of UNICEF. The international children's rights organization is working to criminalize the recruitment of soldiers below the age of 18. The U.N. Convention on the Rights of the Child currently sets the minimum age for military service at 15.

Child soldiers become victims and victimizers. Many children join rebel factions voluntarily because the government in power is persecuting their families or ethnic group. Many more are forced to join rebel movements through the use of torture and intimidation. By forcing children to rape, torture, or kill fellow villagers or relatives, militia warlords are able to dehumanize them to the point of blind obedience, according to UNICEF workers who have testified to this based on personal experience.

While there is some small progress being made to turn the situation around, the overall number of child soldiers in the world is increasing.

One possible example of progress comes from the Congo. In March 1999 the head of the rebel Congolese RCD (Rally for Democracy) issued orders to rebel commandeers in the field that no children under the age of 18 were to be recruited. It is unknown whether his edict has been, or will be, obeyed. Child soldiers, known locally as kadogos ("small" in Kiswahili), are used as porters, spies, and fighters by both government and rebel forces in the Congo. Many lost their parents and joined the rebel movement in the hopes of getting regular meals, clothing, or medical attentions.

A number of church organizations have banded together to establish ethical frameworks that denounce the practice of using children as soldiers. They have had some success. In Peru, forced recruitment drives have declined where parish priests have denounced such activities. In El Salvador, Guatemala, and Paraguay, mothers of child soldiers have formed organizations to pressure authorities for the release of underage soldiers. Oppressive regimes embarrassed by public revelations of their underage recruitment policies are beginning to reconsider the practice.

One of the most effective ways of preventing the widespread use of child soldiers is to enlist the help of the media.

The non-governmental organization (NGO) Save the Children offers these responses to frequently asked questions about child soldiers:

Why do children become soldiers?

☐ Army chiefs actively use children because they are small and speedy, easy to intimidate, can't ask for wages, and are less likely to rebel.

☐ Most child soldiers are very poor – they come from separated families, or vulnerable groups like street children or refugees. Desperate poverty forces them to join up – it may be their only way to get food and clothing and defend themselves.

- ☐ Other children are kidnapped and forced to become fighters. Adults may lure young recruits by glamorizing war and the power that comes with guns and giving orders.
- ☐ Some children lose their families in war and want to get revenge. The camaraderie of belonging to an army may also appeal to orphans.

How are children turned into soldiers?

- ☐ They are desensitized to violence by being exposed to it. They may be beaten, drugged, and made to suffer initiation rites.
- ☐ Some get combat training. Many others are simply given a gun and sent into battle.
- ☐ Modern weapons are light enough for a 10-year old to carry. In some countries, guns are cheaper than books.

What happens to them?

- ☐ Children are emotionally and physically devastated.
- ☐ Many child soldiers witness atrocities, are forced to kill, and are themselves killed or injured.
- ☐ They are often too young to understand the dangers and may be brainwashed into thinking they are invincible.
- ☐ They lose out on a normal childhood and are separated from their families. They have no chance to play or go to school.
- ☐ Their health is put at risk – they may become disabled, get raped, or exposed to HIV/AIDS.

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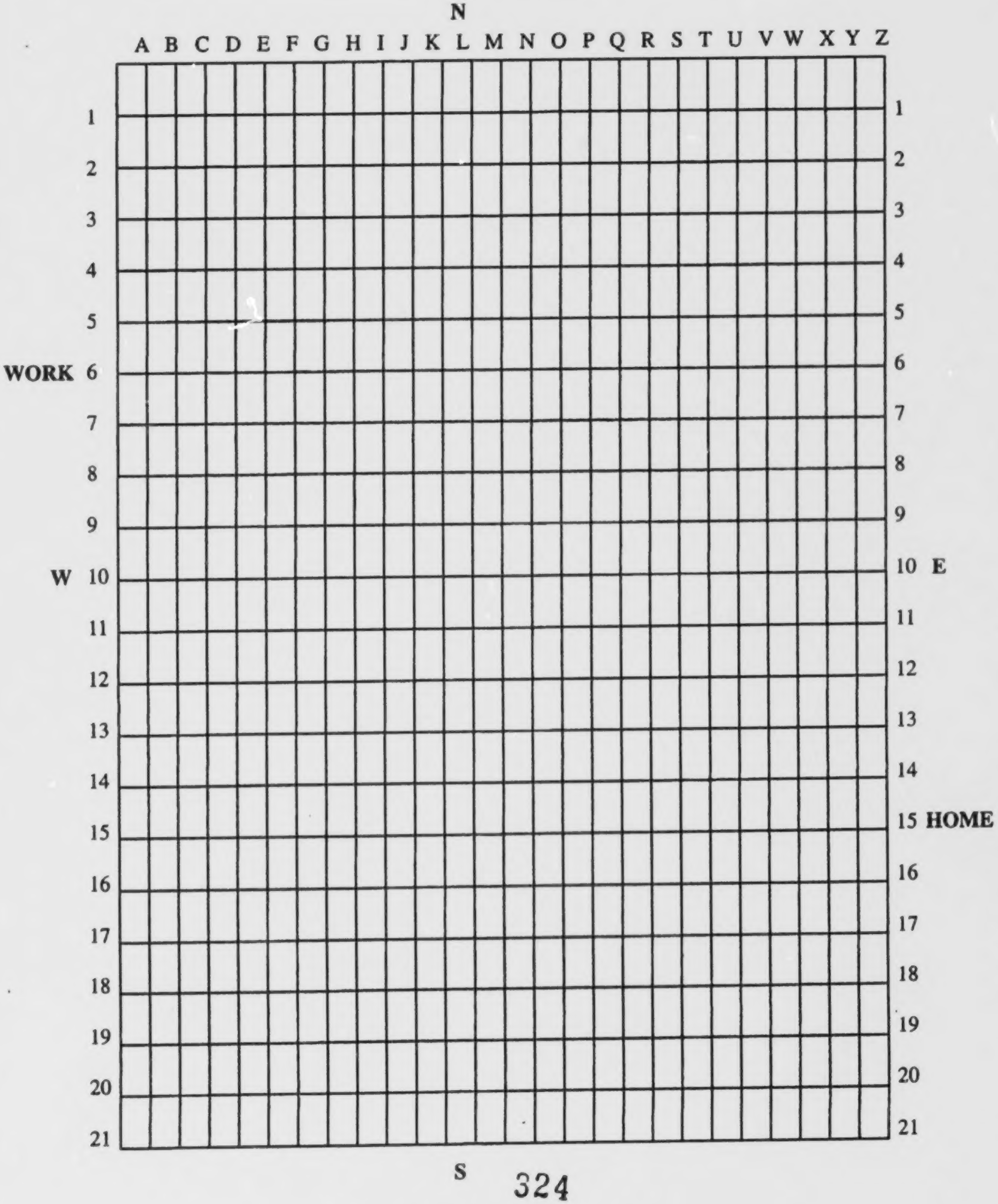
Watch Out!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What Is a Land Mine? How Is It Used?

There are two main types of land mines: anti-tank mines (AT) and anti-personnel mines (AP). Anti-tank mines are large (usually larger than a person's shoe), and they are heavy. They contain enough explosives to destroy vehicles that run over them. Frequently the people in the vehicles are killed. These mines are laid on roads, bridges, and tracks where enemy vehicles are expected to travel.

Anti-personnel mines are much smaller and less powerful. They come in all shapes and sizes. They can be as small as a cassette tape. They are designed not to kill, but to wound people. By only wounding people, the anti-personnel mines require the enemy to take time and resources to aid their wounded.

Anti-personnel mines can be set off in a number of ways—by putting pressure on the mine as a result of stepping on it, pulling a wire, shaking it, removing an object that is on top of it, removing a part of the mine, or by remote control.

Mines are sometimes laid by hand and sometimes *seeded* by dropping them from an airplane. Anti-personnel mines are often laid around a village, along a road, on bridges, near single trees, or along a riverbank. Sometimes they are just scattered randomly. The position of lightweight mines can change when ground saturated by rain moves or when sand moves or shifts.

Here are some land mine facts:

- ☐ At the beginning of 2000, there were more than 110 million active mines scattered in 68 countries and an equal number that were stockpiled.
- ☐ Currently, every month, over 800 people are killed, and thousands maimed, by mine explosions. Most of the casualties are civilians who are killed after hostilities have ended.
- ☐ For every mine cleared, twenty are laid. In 1994, approximately 100,000 mines were removed, and 2 million were planted.
- ☐ Land mine victims need blood transfusions twice as often as those injured with bullets. They usually need two to six times as much blood.
- ☐ Surgical care and the fitting of an orthopedic appliance costs about $3,000 per amputee in a developed country.
- ☐ Buried land mines can remain active for over 50 years.

As more and more nations manufacture land mines, more varieties are invented, and prices become lower and lower. According to quotes from weapons producers, mines are sold for between $3 and $15 per unit. Surplus stock is often sold far below cost. Models in the lower price range include Chinese models at $3 to $4, the Brazilian APNM AE Ti at $5.80, and the Belgian NR 25, which sells for $6.70 in lots of at least 5,000. It costs between $300 and $1,000 to neutralize or disarm one land mine. Disarming mines is very dangerous and results in many injuries.

Land Mines and International Law

The CCW (*Convention on Prohibition or Restrictions on the Use of Certain Conventional Weapons Which May Be Deemed to Be Excessively Injurious or to Have Indiscriminate Effects)* is the only international treaty that applies to land mines. The law applies only to nations that have ratified it. Since the international treaty was passed in 1980, only 49 countries have ratified it. Sixteen other countries have signed the treaty, but they have not yet ratified the Convention.

The treaty states:

- Mines may be used only against military targets.
- Remotely delivered mines may not be used unless their location is accurately recorded, or they have neutralizing mechanisms built into them.
- Records must be kept of preplanned mine fields.
- After hostilities, mine fields will be cleared.

The treaty is weak because it applies only to international conflict and there is no provision for verifying compliance. In 1995 and 1996 a Review Committee met to consider revision of the treaty. To date, no action has been taken on any of these recommendations. It considered:

1. Requiring that mines be detectable.
2. Prohibiting remotely delivered mines that are not self-destructing.
3. Prohibiting booby traps.
4. Establishing a way to verify compliance.
5. Setting up a method for international cooperation in mine clearance.

The Role of the United Nations

On October 24, 1945, following World War II, the United Nations was founded. The UN charter states:

We the Peoples of the United Nations Determined

- to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
- to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and the nations large and small, and
- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of life in larger freedom

And For These Ends

- to practice tolerance and live together in peace with one another as good neighbors, and
- to unite our strength to maintain international peace and security, and
- to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

- to employ international machinery for the promotion of the economic and social advancement of all peoples

Have Resolved to Combine our Efforts to Accomplish These Aims...

Chapter 1 Purposes and Principles

Article 1
The purpose of the United Nations is:

- To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;
- To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;
- To achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and or fundamental freedoms for all without distinction as to race, sex, language, or religion; and
- To be a center for harmonizing the actions of nations in the attainment of these common ends.

Article 2
The Organization and its Members, in pursuit of the Purposes stated in Article 1, shall act in accordance with the following Principles.

- This organization is based on the principle of the sovereign equality of all its Members...

Floods Displace Mines: Unintended Consequences

Massive flooding (the result of extraordinary rains) displaced millions of Mozambique citizens in early 2000. It was impossible to calculate the number of people who lost their lives. It is simply known that the number is staggering. Up to two million people fled to relief centers to escape continuing devastation as flooding continued. The already impoverished citizens were then faced with disease and inadequate food and shelter when they reached the already overwhelmed emergency shelters. Extended stay at the shelter was necessary because of the threat of continued flooding. An additional threat that citizens faced as they were finally allowed to try to make their way back to their homelands – by foot – was the dislocation of land mines.

Associated Press March 11, 2000

Moamba, Mozambique – With his mine detector humming, Sebastian Mauricio drops to his knees and sifts through the soggy soil inch by inch for 10 minutes before deciding it's a false lead – nothing more than natural metals in riverbank sand. He advances another yard.

Even in the best of times, finding the estimated 2 million mines left over from Mozambique's 16-year civil war is painstaking work. Now, the job has been made even more complicated—and dangerous—by the surging floodwaters that almost certainly uprooted thousands of mines and washed them downstream.

"Everything has changed," said Donald Steinberg, President Clinton's special representative for global de-mining.

"How far did the mines move?" said Jackie D'Almeida, a mine-clearing expert in Mozambique. "We have no way of knowing."

D'Almeida leads a 500-person team that has been steadily removing and deactivating mines since shortly after the war ended in 1992. Their years of toil have uncovered 13,000 mines—and about 10 million pieces of harmless metal – in this southeast African nation nearly twice the size of California.

The work has also made 2,500 miles of roads safe for Mozambicans to go to their fields.

But in the last three weeks, heavy rains have pounded the land, and rivers overflowed their banks. Aid workers expect a death toll in the thousands. Up to a million Mozambicans lost their homes, crops or other property. The rains that temporarily halted relief efforts let up Friday, permitting helicopters and airplanes to deliver aid to hundreds of thousands of flood victims.

More than 1,000 minefields had been identified across Mozambique. D'Almeida said the floods submerged perhaps 100 of them, but his team has not been able to reach remote areas where mines are reported to have shifted.

It is clear, however, that much of the team's efforts to map the fields now may be essentially worthless.

Gone now are the sticks that once marked the minefields, along with the red-and-white signposts emblazoned with a skull and crossbones. More importantly, the de-mining teams have no idea where the old mines will be once the waters subside.

"This is going to be a nightmare for us," D'Almeida said.

On Friday, several mine clearers and two U.S.-trained German shepherd dogs were trying to establish an explosive-free corridor to reach downed power pylons along the Nkomati River, northwest of the capital, Maputo.

The river's muddy waters have receded, but lurking in the mud and shallow ponds may be land mines washed from upstream. Workers have refused to erect new pylons until the ground is swept for mines.

"Normally, mines are put in a place that makes rational military sense, and when you find the field, you can fence it off," said Jacob Kaarsbo, who helps run the mine-clearing project for the UN Development Program.

Not so in Mozambique—during the civil war, the government army and rebel fighters sowed land mines indiscriminately and left no records or maps of their locations.

As a result, minefields claim the limbs and lives of the most innocent: women and children working and playing. Shortly after the war, there was an average of 40 mine accidents a month, and about 15 were fatal. More than 7,000 Mozambicans have been fitted with prostheses after the land mines claimed their limbs.

The mine-clearing effort, combined with an extensive education campaign, has recently reduced the number of accidents to about four a month.

As flood survivors return to their previously safe homes and fields, that is likely to change soon, Steinberg said by telephone from Washington.

"They are going to cause a huge problem. We will have accidents. No question."

Which Nations are Involved With Land Mines?

Land mines are currently scattered in 68 different nations. Some examples of the scope of the problem include:

Afghanistan

There are an estimated 10 million mines strewn throughout Afghanistan. Most were scattered randomly, and no record was made of their location. The United Nations Office for Humanitarian Assistance Coordination is working to clear the mines. The office has nearly 3,000 workers. By the end of 1994, they had cleared almost 110,000 mines.

Cambodia

Cambodia has the world's highest proportion of mine amputees and continues to claim more than 300 new victims every month. There are an estimated six to ten million land mines still lurking beneath Cambodia's soil.

Manufacturers, Sellers, and Exporters

While thirty countries have signed a full or partial moratorium on the export of mines, research conducted by human rights organizations disclose the continued manufacturing , selling, and exporting of the deadly devices. Often this activity is done without the knowledge of government of oficials or consent.

More than 50 different countries are thought to produce between 500,000 and 1 million mines per year. Thirty-five of these countries are known to export the mines. Today about 100 different companies worldwide produce several hundred types of mines. The exact number cannot be determined because manufacturers do not make production figures public.

Recent studies by Africa Watch and the United States Congressional Research Service listed Belgium, China, the former Czechoslovakia, Germany, Italy, South Africa, the United States, the former Soviet Union, Bulgaria, China, the former East Germany, Hungary, Vietnam, and the former Yugoslavia as countries where mines are being manufactured and sold.

Land Mines: Hidden Killers

Countries and Other Areas with Uncleared Land Mines

Central America: Colombia, Costa Rica, Ecuador, El Salvador, Falkland Islands, Guatemala, Honduras, Nicaragua, Peru

Europe and Asia: Austria, Azerbaijan, Belarus, Belgium, Bosnia & Herzegovina, Cambodia, China, Croatia, Cyprus, Czech Republic, Denmark, Germany, Georgia, Jammu & Kashmir, Korea, Laos, Latvia, Luxembourg, Burma, Netherlands, Philippines, Russian Federation, Slovenia, Sri Lanka, Syrian Arab Republic, Tajikistan, Thailand, Turkey, Ukraine, Vietnam, Yugoslavia

Africa and Middle East: Afghanistan, Angola, Burundi, Chad, Djibouti, Egypt, Ethiopia, Eritrea, Iraq, Islamic Republic of Iran, Jordan, Kuwait, Liberia, Mauritania, Mozambique, Namibia, Oman, Rwanda, Senegal, Sudan, Tunisia, Uganda, Western Sahara, Yemen, Zaire, Zimbabwe

Most Heavily Mined Countries

Country	# of landmines per square mile	Est. total of landmines
Bosnia & Herzegovina	152	3,000,000
Cambodia	143	10,000,000
Croatia	137	3,000,000
Egypt	60	23,000,000
Iraq	59	10,000,000
Afghanistan	40	10,000,000
Angola	31	15,000,000
Iran	25	16,000,000
Rwanda	25	250,000

Countries with Full or Partial Moratoriums on the Export of Landmines:

Argentina, Austria, Belarus, Belgium, Canada, Czech Republic, Denmark, Finland, France, Germany, Greece, Ireland, Israel, Italy, Japan, Luxembourg, Netherlands, Norway, Poland, Portugal, Romania, Russia, Slovakia, South Africa, Spain, Sweden, Switzerland, Ukraine, United Kingdom, United States

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Multilateral Negotiation: The Problem of Desertification

Problem Statement:

In the Sahel, the band of land south of the Sahara desert running across Africa from Senegal to Ethiopia, there are too many people and not enough arable land to meet their needs. Desertification is occurring at an alarming rate. Twenty percent of the grasslands threaten to be rendered useless by the year 2020.

Desertification is a process where the productive potential of arid and semi-arid land is reduced by the activities of humans. It is a serious and growing problem in many regions of the world, including the following regions: sub-Saharan Africa, the Middle East, western Asia, northern Mexico, southeastern South America, western United States, prairies of Canada, and eastern Australia. Scientists estimate that 60,000 square kilometers of new desert are now created annually worldwide.

Desertification occurs when the natural vegetation cover is reduced and the topsoil becomes susceptible to erosion. The removal of vegetation and topsoil then initiates a number of other problems including:

- ☐ Increase surface runoff and stream discharge
- ☐ Reduction of water infiltration and groundwater recharge
- ☐ Development of erosional gullies and sand dunes
- ☐ Change in the surface microclimate that enhances aridity
- ☐ Drying up of wells and springs
- ☐ Reduction in seed germination of native plants

The effects of desertification can be reversed in many cases. Reversal begins by halting the activities that created the desertification. In many parts of the world, overgrazing and deforestation are the primary factors causing this form of soil degradation. Two other remedies for repairing the effects of Desertification are the re-vegetation of the soil surface and the planting of windbreaks.

Situations and Practices that Contributed to Desertification:

1. Herdsmen had moved south with their cattle into areas where small farmers lived. They were sharing land that could not support all of them.

2. Water wells had been dug in grasslands, and herders were overgrazing the land near the water, eroding the soil.

3. Small farmers were growing cash crops of peanuts year after year. They didn't give the land a rest or rotate crops. Their practices were causing severe erosion.

4. Famine was forcing people to relocate to lands that could not support them. They were using scarce wooded plants for fuel, further eroding the soil.

5. The addax, an antelope that can go without water for months, and is a valuable source of meat, had almost become extinct.

6. The veheb, a wooded plant that produces a sweet tasting nut, and thrives well in arid grasslands without being tended, is a valuable source of food protein. Conditions imposed by humans were forcing it into extinction.

Negotiation Settlement Process

What possible solutions could both alliances agree to?

Alternative #1

What needs does this alternative meet for Alliance A?

What needs does this alternative meet for Alliance B?

Alternative #2

What needs does this alternative meet for Alliance A?

What needs does this alternative meet for Alliance B?

Original Position for Alliance A

Original Position for Alliance B

Final Agreement in Principle or Final Positions of Alliance A&B

Planning Your Negotiation Strategy and Offer

Below are some guidelines that will help you plan your strategy before meeting with the group you will be negotiating with:

a. Plan on beginning with your position BUT be willing to disclose and clarify your interests and what you will offer in return.

b. Remember to be respectful of values, attitudes, and fears that underlie the position of the other group. Be willing to look for common ground/common concerns.

c. Be willing to ask a refocusing question: "What kind of agreement would allow both of us to get important needs met? What kind of solution would enable you to get ______ and enable us to get ______?

d. Be willing to make a concrete offer to which there can be a yes or no response.

e. If you want to change a present policy, remember to include three key details that make change possible:

- ☐ Over what period of time do you want the change to occur? (One, two, three, five years, etc.)
- ☐ How much change do you want in an agreed period of time (10% the first year, 30% the second year, etc.)
- ☐ What other policies or "trade-offs" can help make this change occur without much harm to people and groups with other needs/interests?

f. Remember to be willing to generate possible alternatives, suspending judgment until you have heard each other out. Look at which alternative meets the most important needs of both groups (sometimes this is called a WIN-WIN solution).

g. It is important to remember that skillful listening often provides the key to arriving at an agreement in principle. The more you know about each other and the more you acknowledge shared concerns, the more trust and respect you can establish between your two groups.

The Battle in Seattle

"As the dust has settled and the tear gas has dispersed, a new parlour game has taken hold. People are vying to decide who won, and who lost, from the failure of the World Trade Organisation's meeting in Seattle last weekend. Did the protestors, whether greens, trade unions or "anarchists" win? Did Bill Clinton, or Mike Moore (the head of the WTO), or big business lose? As the game is played (see pages 19-20), one group, representing more than 5 billion of the world's 6 billion people, sits bemused and befuddled, more or less ignored — just as in Seattle. These 5 billion live in the developing countries, and include the poorest of the world's poor. They are the real losers from this whole sorry episode.

Those who wish to claim to have been the winners now also claim that last weekend marked the high point of globalisation in general and freer trade in particular. On this view, globalisation will now at least be halted, but preferably even be forced into reverse. The battle to prevent this from happening needs now to begin. But as that fight takes place, it is as well to be clear about who would stand to lose most if globalisation really were to be pushed sharply backwards — or, indeed, simply if further liberalisation fails to take place. It is the developing countries. In other words, the poor." *The Economist* Dec 11th, 1999

"The broader message coming from the streets of Seattle is unmistakable: A corporate-dominated WTO that puts profits before people and property rights before human rights can no longer sustain its current course. As the peaceful demonstrators who shut down the WTO chanted at the startled trade delegates blocked out of their meeting halls: "We don't want you! We didn't elect you! And we don't want your rules!" Street Fight in Seattle by Marc Cooper *The Nation* Dec. 20, 1999

"What happened in Seattle was an unmitigated disaster. Little was actually accomplished at the talks. Political support for free trade might have been damaged, which is bad for workers everywhere — whether in poor third World countries as they try to escape poverty or in rich ones like America, where they seek good jobs. Beyond all that, the spectacle was simply embarrassing. Even with months of warnings about potential violence and disruptions, the authorities in America's "City of the Future" were appallingly unprepared." Fareed Zakaria, "After the Storm Passes: The protesters didn't have their facts right, and may hurt the very causes they claim to care about. Why good drama can make bad history." *Newsweek*, Dec. 13, 1999

"Okay, so free trade took a battering in Seattle — for heaven's sake, even the teddy bear statue outside F.A.O. Schwarz got trashed. Still, the world is unlikely to stop buying and selling just because a bunch of scruffy Luddites blocked traffic and recited really bad protest chants ("Hey, hey, ho, ho, WTO has got to go.") The protesters were wrong about most things, but they were right, albeit for the wrong reasons, on two points: Poor countries can be hurt by the way trade is conducted. And the U.S. can be part of the problem. The solution, though, is not less trade, but more." Cait Murphy, "Hey Hey, Ho, Ho, U.S. Protectionism's Got To Go-Fighting Off the Aussie Lambs" *Fortune* Jan. 10, 2000

"The energy that erupted in Seattle will be put to the test in the months to come. Maybe it will dissipate. But maybe it heralds something new: an American political debate that's no longer between liberals and conservatives but between populists and corporatists. If what we saw in Seattle is what democracy looks like – well, it's looking pretty damn good." Editorial in *The Nation* Dec 27th, 1999

The World Bank and International Monetary Fund

The United States emerged from World War II with its economy intact. It was able to help countries that were its allies and foes rebuild. In 1944 a group of economists gathered at Bretton Woods, New Hampshire to develop an economic system that would avert the type of economic crisis that was experienced during the Great Depression in 1929. They created a new monetary system to equalize currencies throughout the world. They represented four major economic powers of the postwar period and created the General Agreement on Tariffs and Trade (GATT), the Bretton Woods exchange rate system, the World Bank, and the International Monetary Fund (IMF).

The World Bank Summary

This international financial institution was created after World War II. The Bank is capitalized by lending nations that subscribe and contribute in proportion to their economic importance, measured in terms of Gross Domestic Product (GDP) and other factors. The Bank makes low-interest loans to countries for projects that appear to be economically sound, but which cannot get private sector financing. As a result of such long-term loans, goods and services are allowed to flow from advanced nations to developing countries. In recent years, the World Bank has made new loans averaging a total of $25 billion per year.

If projects are chosen carefully, then eventually production in the borrowing lands should rise by more than enough to pay interest on the loans, and wages and living standards generally should be higher, not lower, because the foreign capital has raised the GDP of the borrowing countries. As the loans are being paid back, the advanced nations should gain by enjoying somewhat higher imports of useful goods.

Critique of the WTO

In 1999 tens of thousands of protesters from around the world rallied in Seattle, Washington, to protest a World Trade Organization meeting. They claimed that the WTO places corporate interests ahead of human ones by preventing nation-states from democratically regulating the environmental, health, safety, and labor practices of transnational corporations.

The WTO is a five-year-old institution that enables international tribunals, which are dominated by corporate trade lawyers, to enforce international trade and investment agreements as determined by GATT.

Protesters in Seattle represented diverse groups and perspectives on global trade. Some concepts that they seem to agree on are:

- ☐ They support debt forgiveness for developing nations by both private banks and national and international lending institutions (World Bank and International Monetary Fund). They contend that the needs of the populations of developing nations are not served by these lending institutions, which follow a strategy that makes developing nations permanent debtors to global banks and the IMF.
- ☐ They support establishing a floor, rather than a ceiling on basic human and labor rights and environmental standards in all international trade and investment agreements.

They require such agreements to recognize that for some time to come "living wages" and environmental standards in the developing world will not be able to be as "high as those in the First World."

- ☐ New international regulatory institutions, they propose, should be governed jointly by developing and developed nations. Equitable terms and interest rates should be insured so that Third World nations can overcome the disadvantageous terms-of-trade that surplus rural labor and capital shortages impose upon them in a global market. Exporting to pay off capital loans not only deprives domestic populations of needed resources, but also attracts surplus rural labor to urban areas where jobs are insecure.
- ☐ They demand that corporations should be prevented from patenting indigenous medical practices and the medicinal benefits of developing nations' biospecies. They call for a just international economic order, which would allow indigenous peoples and developing nations to benefit from the contributions their own medical practices and local biospecies can make to the world's peoples.

The International Monetary Fund (IMF) Summary

The IMF administers the international monetary system and operates as a central global bank. Member nations lend currency to the IMF. The purpose of the IMF is to help former communist countries make the transition to a free market economy. For example, suppose Russia's program to introduce a market economy was in trouble because of rapid inflation and the inability to raise private funds. They would not be able to pay interest and principal on their foreign loans. The IMF might send a team of specialists to examine the country's accounting systems and come up with an "austerity plan" for the nation. The goal would be to reduce the budget deficit and tighten credit. These measures would slow inflation and, ideally, increase confidence in the Russian ruble. Once a plan was agreed upon, the IMF could lend money to Russia to "bridge" the country over until its balance of payments improves. In addition, there could be debt rescheduling. In this case, banks would lend more funds and allow more time to pay them back. If the plan was successful, the country's balance of payments might begin to improve, and the country could resume economic growth.

Critique of the IMF

During 2000, many international human rights and peace groups criticized the management of the International Monetary Fund and called for a review of its policies and procedures. The management and goals of the Bank, they charge, are not operating in the best interests of poor nations.

Critics of the IMF cite the follow example of the need to change the organization:

- ☐ Real income in Mexico fell between 1982 and 1992, following the adoption IMF prescriptions.
- ☐ Infant deaths due to malnutrition tripled.
- ☐ The real minimum wage lost over half its value.
- ☐ The percentage of the population living in poverty increased from just under one-half to about two-thirds of Mexico's 87 million people. (Washington Post, April 26, 1998)

Free Trade/Fair Trade: WTO Winners and Losers

Select one person or group to focus your research on:

- ☐ Representative of a powerful, wealthy nation
- ☐ Leader of a third world developing nation
- ☐ Secretary of Agriculture from a third world developing nation
- ☐ Economic Secretary representing the United Nations
- ☐ Member of a trade union in a developing nation
- ☐ Member of an international trade union who works in a wealthy, powerful nation
- ☐ Scientist who works on genetic engineering of animals
- ☐ Person who owns stock in an international sportswear company
- ☐ CEO of an international sportswear company
- ☐ Person who works for an international sportswear company, at a third world factory
- ☐ Manager of a retail store where internationally produced sportswear is sold to affluent consumers
- ☐ Farmer who owns his/her own farm in a large powerful nation
- ☐ Farmer who owns his/her own farm in a developing nation
- ☐ Member of an international environmental group that focuses on issues related to clean water
- ☐ President of an international environmental group that focuses on issues related to clean air
- ☐ President of a European citizens' group that opposes child labor
- ☐ A 12-year-old child laborer who lives and works in a developing nation
- ☐ A broker with a seat on the Japanese Stock Exchange
- ☐ The elected leader of a large democratic nation
- ☐ A monarch of a large developing nation
- ☐ The CEO of a large supermarket chain that sells genetically engineered produce in first world nations
- ☐ The owner of a large international tuna fishing company
- ☐ A low income consumer who buys tuna at a first world supermarket
- ☐ The minister of trade for a wealthy nation
- ☐ A non-union skilled trade worker in an industralized nation
- ☐ A skilled worker in a developing nation who makes products that will be sold in a first world industrialized nation
- ☐ A newspaper reporter who works for a conservative paper in an industralized nation
- ☐ A newspaper reporter who works for a liberal paper in an industrialized nation
- ☐ A television reporter from a developing nation
- ☐ An economics professor
- ☐ The executive director of the WTO
- ☐ A member of a human rights organization that is based in an industrialized nation
- ☐ A candidate running for office in an industrialized nation

WTO Winners and Losers Grid

Representative of a powerful wealthy nation	Leader of a third world developing nation	Secretary of Agriculture from a third world developing nation	Economic Secretary representing the United Nations	Member of a trade union in a developing nation
Member of an international trade union who works in a wealthy powerful nation	Scientist who works on genetic engineering of animals	Person who owns stock in an international sportswear company	CEO of an international sportswear company	Person who works for an international sportswear company, at a third world factory
Manger of a retail store where internationally produced sportwear is sold to affluent consumers	Farmer who owns his/her own farm in a large powerful nation	Farmer who owns his/her own farm in a developing nation	Member of an international environmental group that focuses on issues related to clean water	President of an international environmental group that focuses on issues related to clean air
President of a European citizens' group that opposes child labor	A 12-year-old child laborer who lives and works in a developing nation	A broker with a seat on the Japanese Stock Exchange	The elected leader of a large democratic nation	A monarch of a large developing nation
A skilled worker in a developing nation who makes products that are sold in a first world nation	A newspaper reporter who works for a conservative paper in an industrialized nation	A newspaper reporter who works for a liberal paper in an industrialized nation	A television reporter from a developing nation	An economics professor
The executive director of the WTO	A member of a human rights organization that is based in an industrialized nation	A candidate running for office in an industrialized nation		

The Debt Crisis

In an interdependent global economy, when one nation sneezes, another gets the cold. As industrialized countries compete for new markets for products and capital investment, the majority of less developed Third World nations get deeper in debt and increasingly dependent on exports for cash. These nations have less and less money to spend on products from industrialized nations, and social services at home. Recent decades have brought sky-high debt to the Third World with the tragic result that most of the world's poor have become poorer.

When rich countries want to invest capital more profitably than they can in their own nation s, they often look for investment opportunities abroad. In theory, lending money to developing, or poor, nations provides the rich nation the opportunity to receive interest on its investments (loans) and provides capital for the poor country to improve its situation.

Prior to 1914 economic development often proceeded in this fashion. Britain, during the nineteenth century, invested portions of its GDP (Gross Domestic Product) abroad. During most of the period after World War II, the United States and other technologically advanced countries lent large sums to developing countries. The figures on foreign investment in low- and middle-income countries show an impressive record of capital transfer. For example, foreign loans averaged $112 billion annually in the period 1980-1982. Investors in wealthy countries sent their funds abroad in search of high returns that were no longer available at home. Poor countries, hungry for funds to finance development projects, or even consumer consumption, welcomed the flow of foreign capital.

By the early 1980s, however, the extent of foreign borrowing by developing countries had become unsustainably large. Total outstanding debt grew almost 20 percent per year, and increased by almost $500 billion, from 1973 to 1982. Some of the loans were used to drill oil wells, build textile factories, and purchase coal-mining equipment. Others were used to raise the standard of living of poor citizens.

When exports from these countries grew at the same rate as borrowing, all was well. But with the rise in world interest rates and the slowdown in the world economy after 1980, many countries found that their borrow-and-invest strategy had led them to the brink of financial crisis. Some countries (such as Bolivia and Peru) needed all their export earnings simply to pay the interest on their foreign debt. Others found themselves unable to meet debt-repayment schedules. Almost all indebted developing countries were staggering under heavy debt-service burdens (i.e., the need to repay the interest and principal on their loans). As a result, country after country, particularly in Latin America, failed to make interest payments and had their debts "rescheduled," or postponed.

By the mid 1990s developing nations owed large debts to First World nations and private organizations. The rate at which rich countries are now loaning money to poor countries has substantially decreased. Many nations and private organizations are now being asked to consider debt relief, or forgiveness of debts.

The Good News: Many countries in Asia (including India and China) have made real progress in reducing the numbers of absolute poor and in achieving high annual economic growth rates. Newly industrialized countries like South Korea, Singapore, and Taiwan have dramatically increased the standard of living for the vast majority at the same time that they have developed more diversified and technologically advanced economies. Ironically, the development strategies here contrast markedly with those used in the rest of the Third World. These "Pacific Rim" nations have invested heavily in health and education and have generated work forces that are healthy, literate, and skilled. This has also produced lower population growth rates than in other regions of the Southern Hemisphere.

The Bad News: Latin America, The Middle East, and Northern Africa have experienced very slow economic growth and only slight reductions of the absolute poor. Yet, all three regions manifest extreme disparities of wealth, both among countries (Egypt and Saudi Arabia), and within countries. For example, in Brazil, the lowest 20% of the population earns only 2% of the household income while the highest 10% earns 50.6% of the household income. Most Latin American nations are carrying debt and debt service rates that are 15-30% of their total exports. All of these regions suffer from high unemployment, causing laborers to seek work in other countries, such as the U.S., or accept menial jobs at less than survival wages.

The Worst News: Sub-Saharan Africa is confronting the dual pressures of high population growth and the severe environmental problems of desertification, soil depletion, and overgrazing, while struggling to maintain the status quo. The 1990s have brought the lowest prices for commodities (cash crops like coffee, cocoa, and peanuts) since the 1930s. Without increased aid and investment, these stagnant economies will likely see increased numbers of absolute poor in the 21st century.

Debt, Development, and Security

All governments face a balancing act between providing for a nation's security and economic well being and providing its citizens with the means and opportunity to achieve personal security and well being. For developing nations, this balancing act is even harder to achieve. Traditional world development policies have often compounded governmental inefficiency, reinforced the disparity between rich and poor, invited greater military control and arms expenditures, favored urban over rural development, decreased food security and self-sufficiency, depleted resources, and endangered the environmental "commons." Other factors, from erratic totalitarian leadership in newly independent countries to ethnic and religious rivalries within a nation's borders, have also limited the development process. As the East/West confrontation recedes, and the problems of North/South relations (politically, economically, and environmentally) become more significant, some fundamental questions emerge that frame the issue of global security in the 21st century.

- ☐ Has foreign aid increased the security of recipient nations? Donor nations? Citizens of recipient and/or donor nations?
- ☐ How can the premises and policies of a free market system benefit all nations? How can the market system help improve life for rural citizens in the least developed countries?
- ☐ How can the interests of economic growth and environmental preservation both be met through policies that encourage sustainable development?
- ☐ What kinds of conditions ("tied aid") might be placed on development? Is "tied aid" a good idea? (Some argue that aid should be tied to non-government-controlled projects or reductions in military expenditures.)
- ☐ Can First and Third World nations work together to promote democratic participation and local control of development projects? Will they? Why? Why not?
- ☐ Can First and Third World nations cooperate to employ appropriate technologies and development efforts that meet the basic needs of the world's poorest people? Will they? Why? Why not?
- ☐ Will Russia and the U.S. redirect some of their resources from military to civilian purposes in the next ten years? What signals can the U.S. and Russia send that will encourage developing nations to risk shifting their own development priorities?

Defining Development

Definitions

DEVELOPMENT is a broad term that generally refers to the process of improving the quality of human lives by increasing income and consumption levels; supporting institutional and structural changes that increase political stability and economic diversity, efficiency, and employment; improving the health and education of individuals; and increasing the amount of choice and control that citizens have in their daily lives.

ECONOMIC GROWTH is a narrower term that refers to the total output of a nation over time and changes in total GNP (gross national product) and *per capita* income.

SUSTAINABLE DEVELOPMENT is the process of development that emphasizes conservation and preservation of planetary resources and appropriate forms and uses of technology as critical means to achieving long-term economic and social improvement of a nation and its citizens.

The Traditional Development Model

The predominant development model was established and implemented by the First World. It was accepted by most newly independent Third World nations in the 1950s and 1960s. It is a model that attempts to mimic the industrial development of First World nations. Some of its assumptions include:

- ☐ **Industrial growth,** accompanied by massive infusion of foreign capital and technologies, which will increase GNP, raises *per capita* income and improves the quality of life for most people.
- ☐ **Market concepts of:**
  - ☐ **Free Trade** (eliminating tariffs, quotas, subsidies, and regulations that make it difficult for exports to be sold to another country).
  - ☐ **Comparative Advantage** (each nation selling what it can produce better and more cheaply to other nations and each nation buying where it can be produced better and more cheaply elsewhere) will improve Third World economies and increase the standard of living of individuals.
  - ☐ **Consumerism** (using disposable income to buy things) will sustain the North-South market dynamic of an international economy.
  - ☐ **Modernization** and **Transfer of Advanced Technology** from First World countries will transform stagnant, inefficient, underdeveloped economies into First World economies. Modernization involves foreign capital and transnational corporate investment and training of Third World technocrats in the modes and methods of First World industrial production, agri-business, and commercial enterprise.

FOREIGN AID (especially military and economic aid) benefits the donor country as much or more than the recipient country by providing increased markets for First World products, technology, and human expertise. Only 25% of its GNP provides economic and military security assistance that brings back about 70 cents on the dollar to the U.S. economy. On the other hand, the majority of Denmark's foreign aid (80% of its GNP) goes directly to primary health care and education projects in Third World countries. Present foreign aid comes from a number of sources:

1. First World governments working through the Organization for Economic Cooperation and Development (OECD) provide aid in the form of loans, direct money grants, goods (food, arms, etc.) technology, security, and humanitarian assistance.
2. International governmental organizations (IGO's) like the United Nations Food and Agricultural Organizations or the World Bank and the International Monetary Fund provide loans, grants, goods, and assistance.
3. Non-governmental organizations (NGO's) like the International Red Cross, Oxfam International, and CARE provide loans, grants, goods, and services that primarily address emergency needs or support local development projects.
4. Private banks and corporations invest financial capital and/or technological and human resources in Third World countries, in the hope of stimulating economic growth and accruing profits in their own countries as well as recipient nations.

Development Assistance –What's Worked? What Hasn't?

The Marshall Plan, initiated in 1948 for Western European recovery after World War II, is probably the most spectacular foreign aid success story. The cost was $13 billion over a 4-year period. By 1951, production had increased by 37%, agricultural output had increased to pre-war levels, and inflation was brought under control. It is important to keep in mind that the efforts here were those of re-industrialization and rebuilding. The infrastructure, the resources, and skilled labor were in place.

This is a very different picture from development in nations that are predominantly rural, illiterate, and bereft of the middle class. These countries have wealthy minorities and impoverished majorities who have little land, less personal property, and fewer commercial and industrial skills.

Although the Point Four program of 1949 was the first major aid program for the Third World, it too stressed large-scale capital investment and development (roads, hospitals, and factories). There were some successes, but by the 1970's most officials conceded that even if economic growth resulted, this growth would not raise the income of the poor and would likely lead to even greater mal-distribution of income.

Limited Success

Most Third World nations that have received aid that must be repaid have fallen into deep unmanageable debt. Yet some countries have achieved food security by producing enough grain to feed their people and provide surplus stocks. South Korea, for example, through efforts supporting land reform, universal free education, capital investment, irrigation, and management training, graduated from the aid rolls in 1980. Several dozen countries are in the process of establishing, or have established, health care systems that were non-existent even 30–40 years ago.

Criticism of Traditional Development Policy

Critics of foreign aid and traditional development policies come in many varieties. Some say that aid and First World managed development is not a significant factor in a nation's economic growth and improvement in quality of life. In the cases of India and China, Garrett Hardin notes that India has been a huge aid recipient while China received very marginal aid in the 1950s. Hardin argues that the standard of living in China today is markedly better than in India.

Others feel that aid and development policies often ignore the unique skills, traditions, values, and motivations of individual countries and regions. What works in one place may not work in another. Furthermore, critics contend that aid undermines a country's potential self-reliance and only increases its indebtedness. Development and food aid often make it harder for small farmers and small-scale entrepreneurs to make a living.

Finally, critics note that most aid goes to powerful elites who rarely channel it to the powerless and truly needy. This is compounded by large amounts of military aid given to central governments, which generate little new wealth or productivity (Twenty percent of Third World debt is tied to loans for military hardware.)

Challenges and Alternatives

One of the primary concerns of Third World governments and development officials is "Who controls economic decision-making in the present international order?" The South is insisting on a greater voice in policymaking and is calling for increased cooperation to modify the present international economic order so that it truly benefits all nations, large and small, rich and poor.

Solutions seem illusive, especially when one considers that 70% of the world's population commands only 12% of the Gross World Product. On the other hand, 89% of the world's trade and investment, 93% of its industry, and over 95% of its research are controlled by First World industrialized nations. The developing nations produce only 1/3 of the world's food, less than 1/10 of its industrial goods, and less than 1/12 of its power output. The gap between North and South continues to increase.

Today, many First and Third World leaders acknowledge that the key to development and growth depends on reducing levels of absolute poverty in the Third Word countries, thereby increasing the social and economic security of individual citizens. However, before major policy shifts can actually be implemented, the debt crisis will have to be addressed.

Impoverished countries have three kinds of debt:

1. **Multilateral**: This is debt owed to international financial institutions, such as the World Bank or the International Monetary Fund (IMF), or to regional development banks, like the Inter-American Development Bank or the African Development Bank. For forty five percent of Heavily Indebted Poor Countries (HIPC) debt is multilateral.
2. **Bilateral:** This is debt owed to individual governments, like the U.S., France, and Japan. These governments meet in two groups: the Paris Group (U.S., Japan, and European nations) and the non-Paris Group (Asia and Eastern Europe). Forty five percent of HIPC debt is bilateral
3. **Commercial:** This debt is owed to international commercial banks such as Citibank. This accounts for ten percent of HIPC debt.

From the beginning of the debt crisis, loans were made contingent on a country's agreement to carry out a drastic program of economic "liberalization." This array of monetary, budgetary, market, and trade reforms have together come to be known as "Structural Adjustment Policies," or SAPs. The package varies in detail from one country and one loan to another, but the main policies include: reducing the state's role in its own economy, lowering barriers to imports, removing restrictions on foreign investment, raising taxes, eliminating subsidies for food staples and for local industries, reducing spending for social welfare like health care and education, cutting wages, devaluing the nation's currency, and emphasizing the production of goods for export rather than local consumption.

Debt Crisis: Diverse Views

A. Jubilee 2000: A Summary

On May 16, 1998, representatives of the eight wealthiest nations in the world, known as the Group of 8, or G8, held their annual summit meeting in Birmingham, England. An astounding throng of 70,000 people from all over the United Kingdom assembled to create a human chain seven miles long around the conference center. They chanted, "Break the Chains of Debt," calling for the cancellation of the "crushing" deficits of impoverished countries by the year 2000.

The Jubilee 2000, or J2K Campaign includes an unprecedented coalition of diverse organizations from throughout the world. The Campaign has its roots in communities of faith but includes secular groups of every political stripe; they all share a moral commitment to ensure a debt-free fresh start for the world's poorest nations.

Julibee draws its inspiration from the Year of Jubilee described in Leviticus 25 as occurring every fifty years. The jubilee proclaimed in Leviticus called for a comprehensive remission of obligations to take place on every "Sabbath's Sabbath": "You shall count seven weeks of year as, seven times seven years, so that the period...gives forty nine years. And you shall hallow the fiftieth year, and proclaim liberty throughout the land to all its inhabitants." Despite the religious inspiration for the formation of the group, everyone is welcome.

The call to Jubilee is an urgent mandate for overcoming what supporters describe as the systemic structures of injustice and poverty, and violation of the earth, which results in insecurity for the majority of the world's inhabitants. The Jubilee addresses the debt of all impoverished countries, but is focusing on the 41 nations identified as Heavily Indebted Poor Countries, (HIPC's). They have developed a five-point platform:

1. **Definite debt cancellation** – not just reducing or rescheduling the debt service.

2. Only **unpayable** debts are under consideration.

3. The cancellation must not be conditioned by the drastic policy reforms currently demanded by **structural adjustment programs (SAPs)**, which perpetuate poverty and environmental degradation.

4. There must be recognition that both **lenders and borrowers are responsible**, and that joint actions are needed to recover resources that have been stolen by corrupt regimes.

5. **Cancellations must benefit ordinary people**, and on terms that are agreed to in a transparent and participatory process that will break the cycle of future debt.

Debt Crisis: Diverse Views

B. The B.B.C. World News
Mozambique Debt Appeal, May 2000

Southern African leaders have called for the cancellation of all of Mozambique's foreign debt to enable the country to rebuild after the devastating floods.

Southern African Development Community (SADC) heads of state said the debt cancellation would allow all available resources to be channeled into the reconstruction of the country's shattered infrastructure.

A statement issued after talks in the Mozambican capital, Maputo, expressed SADC's gratitude to the international community for helping to the Mozambican Government.

They also singled out South Africa for special thanks for initiating the international search and rescue effort that resulted in about 10,000 people being saved.

The SADC leaders also implored donor nations to continue their assistance to Mozambique after the emergency phase of the flood relief operation.

An international conference of donors, which will focus on reconstruction, is scheduled to be held towards the end of April, according to a Canadian minister. Western donors have already pledged at least $150 million towards reconstruction, but the government estimates the total cost at more than 250 million.

Botswana's President Festus Mogae told the BBC he rejected charges that the regional response had been too slow, but acknowledged that the leaders and the people of Southern Africa have been stunned by the scale of the floods.

And in an effort to ensure that this kind of disaster does not surprise people in the future, SADC leaders called for the establishment of an early warning system that could prepare countries for flooding on this scale. There has already been some discussion about how countries like Zimbabwe and South Africa could do more to manage the flow of water down rivers running into Mozambique. It has been suggested that coordination and prior warning of when floodgates are about to be opened on dams up-river would give communities in Mozambique more time to leave areas where flooding is common.

The United Nations World Food Programme (WFP) has launched an appeal for nearly $30 million to help flood victims. The WFP estimates that 650,000 people who have lost homes and farmland will need to be fed for the next six months. The agency says about 55,000 tons of food will be needed for the duration.

Hundreds of thousands of people are still living in about 100 temporary camps, but as they seek to return to their home districts there will be increased need for repairs to Mozambique's devastated road network. Officials say survivors are leaving aid camps and heading back to their villages, despite warnings that it is not yet safe to go home.

The WFP says people in Mozambique are anxious to return to their homes to plant their seeds, which must be planted before April if they are to make the next harvest in September.

The direct death toll from the flooding is unknown but latest figures put the number of dead at 500. Aid agencies said the final toll is expected to rise and as the water recedes, and more corpses are uncovered. Disease and hunger are threatening many survivors now and thousands of people have contracted malaria in the crowded refugee camps from the swamps of mosquitoes breeding in the stagnant floodwaters.

Debt Crisis: Diverse Views

C. Trade, Not Aid—It Didn't Work!

Summary of article by J. Brian Atwood: until July 1999, administrator for the US Agency for International Development (USAID): Summarized, March 2000

President Clinton recently announced that the Federal budget surplus will be $1 trillion over the next 15 years, yet we continue to run our foreign assistance program under budget caps set when we had a deficit. These budget caps are a disaster when it comes to protecting America's international interests.

Every day we are missing opportunities to understand the internal tensions that lead a state to fail or go to war with its neighbor, to create new market opportunities, to control the flow of weapons of mass destruction, to promote democracy and human rights, and to achieve sustainable development in developing nations.

The politics of the budget process is producing back-door isolationism that can please only those members of Congress who boast of not owning a passport. One result of our inaction is the growing global disparity between rich and poor. Today, for every dollar earned in the developing world, $65 is earned in the industrial world. At the turn of the century, the ratio was 1-9.

I had the good fortune to serve a president who advocated using foreign assistance to combat these threats. Yet, the aid budget has been cut along with the rest of the Federal budget. We hoped that other factors would compensate. For example, we rationalized that the developing world wanted "trade, not aid." Yet as time went on, we saw virtually no increase of trade with the poorest nations. These nations simply could not afford to buy anything.

We are sending very mixed messages to our developing world partners. We say we want them to embrace democratic market economies and to enjoy the benefits of globalization, but, at the same time, we withhold the assistance they need to help themselves prepare for this new world of opportunity.

Today we are irresponsibly undermining an international system that serves our interests. What we're doing to the United Nations system is unconscionable. It's time to end the hypocrisy.

Globalization is leaving out about two-thirds of the world. Either we should invest real money in the global model we are promoting, or we should begin to erect the barriers to keep out these poor countries when their internal problems boil over.

The US, with its military budget of $275 billion and its foreign assistance budget of $12 billion, may have already made its choice. We are fast approaching a world in which 10 percent of the people control 90 percent of the wealth. We hear rhetoric about a more equitable world where America's vision of a democratic, market-based globe can be realized, but it isn't matched by resource allocations.

Debt Crisis: Diverse Views

D.World Bank Facts and Figures
Bread for the World Institute: March 2000

The World Bank was established in 1946 to provide long-term assistance for economic development. It mobilizes funds contributed by member governments and raised in capital markets to lend to developing countries. The World Bank is the world's largest multilateral development agency. In 1996, the World Bank made approximately 250 new loan commitments to low- and middle-income nations, for a total of $21.4 billion. It is funded by contributions from the 30 richest countries that are members.

The 79 countries that receive funding include 41 in Sub-Saharan Africa, and are home to 80 percent of the world's people living in absolute poverty. Loans are provided at 0.5 percent interest over 40 years. The average per capita income of people in borrowing countries is $400 per year.

In fiscal years 1994-1996, 25 percent of World Bank lending supported economic reform or "structural adjustment" programs (SAPs). These loans are made on the basis of progress toward free-market economic reforms. However, 39 percent of lending to Africa goes toward structural adjustment, with some African countries' adjustment shares as high as 90 percent. Developing countries argue that these SAPs create the same conditions of dependency that they recently (throughout the 20th century) overcame when they achieved independence from colonizers.

The United States has traditionally been the largest World Bank shareholder, but is now second to Japan. The United States contributes 15 percent of total shares, while Japan contributes 22 percent.

The World Bank currently carries out poverty assessments for borrowing countries. However, a 1996 World Bank internal evaluation found that poverty assessments are of poor quality, lack strategic recommendations, and are not adequately incorporated into policy and lending programs.

Debt Crisis: Diverse Views

E. My Deepest Wish

"My deepest wish is to go back to school. I haven't been for many years, but I remember it was a good time. It will be a beautiful day for me when I can learn to read and write. Then I will be happy." — Anna Aslimwe is a nine-year-old girl living in the Kabale district of Uganda

Along with about 30 other children in her village, Anna Aslimwe was registered for a place in a primary school. Her hopes for an education and a better future soared. Now they have plummeted. Having promised early debt relief for Uganda, some of the world's most powerful countries have used their influence to delay action for at least one year. The Ugandan Government is sticking to its plan for providing free education. But faced with a higher than expected debt repayments bill, the timetable for implementation has been delayed.

Debt problems are usually measured in terms of cold financial data. Public debate is discouraged by the obsessive secrecy of creditor governments and international financial institutions. Behind the dense fog of debt crisis is a human fact. The debt crisis facing the poorest countries has been discussed too politely for too long. Such politeness implies a tacit acceptance of a situation that ought to be regarded as intolerable. Allowing debt to destroy the growing minds and bodies of young children, to undermine communities, and to further erode the position of the poor is the antithesis of civilized behavior.

Effective debt relief would provide the resources needed for a sustained assault on poverty, improving prospects for child survival and human development across a large swath of the developing world. It would also provide an opportunity for governments of the industrialized world to take their own rhetoric on poverty reduction seriously.

There is another reason for taking decisive action on debt reduction. It is rooted in the self-interest of creditors. At present, debt is fueling a vicious circle of rising poverty, economic stagnation, and increased social tension, contributing to processes that threaten to culminate in the collapse of states and general economic disintegration.

The cases of Uganda and Bolivia raise particularly serious concerns. Both countries have exemplary records in maintaining economic reform programs for over a decade. Both have unsustainable debt burdens, and both have governments committed to converting savings from debt initiatives to reduce poverty. The case for early and decisive action to relieve debt is overwhelming. In any event, debt relief has been delayed for a year and, in Bolivia's case, the threshold for debt sustainability has been set absurdly high, thereby reducing debt relief.

The costs for both countries will be considerable. In financial terms, the delay in debt relief will reduce the foreign exchange available for essential imports and create a climate of uncertainty for private investment. In social terms, the costs are beyond estimation. According to the Ugandan Government, the money lost as a consequence of delaying debt relief will amount to $193 million over the next year. To put this figure in context, it is equivalent to six times the national health budget, or more than the total cost of providing free universal primary education for four children in each family.

In the case of Bolivia, the combination of a delayed completion date for debt reduction and the LIMF/World Bank's decision to set debt-sustainability thresholds at unrealistically high levels will cost the country around $241 million. Measured against the social sector budget in Bolivia it is equivalent to double the national health budget, or 17 times the projected spending on rural clean water and sanitation under the Government's poverty reduction program.

Debt Crisis: Diverse Views

F. Debt Forgiveness for the Poorest Countries
Oxfam International: March 2000

Effective debt relief would provide the resources needed for a sustained assault on poverty, improving prospects for child survival and human development across a large swath of the developing world. It would also provide an opportunity for governments of the industrialized world to take their own rhetoric on poverty reduction seriously. Seven years ago, at the World Summit for Children, they pledged support for an ambitious program of human development. Two years ago they gathered again at the Copenhagen Summit for Social Development to reaffirm that pledge, and to promise co-operation in maintaining economic reform programs.

Delaying debt relief sends the wrong political signals to countries in which governments have undertaken politically painful economic reforms. It also sends the wrong signals to countries in which the reform process is still being established. Below are some examples of countries that have counted on economic assistance and debt relief, and are now in dire straights.

☐ Ethiopia will not qualify for debt reduction until the end of 2000, even though the country still faces huge post-war rehabilitation and reconstruction problems. Recurrent drought and relentless environmental degradation also besiege it.

☐ Nicaragua, one of the world's most indebted countries, with each citizen owing the equivalent of three times their annual income, will not qualify until 2001.

☐ Mozambique, Tanzania, and Niger will not qualify until 2002-2003.

☐ Zambia will not qualify for multilateral debt relief until at least 2002, on a best case scenario. This is despite the fact that the World Bank's poverty assessment for Zambia concluded that the country's large debt stock will have to be addressed more directly than is done by existing debt relief measures if it is ever to achieve sustainable and self-sufficient growth. Over half of that debt stock is accounted for by multilateral creditors.

☐ Rwanda may not qualify at all, and if it does it will be after 2003, despite the country's desperate post-genocide reconstruction needs.

☐ Heavily indebted and impoverished countries such as Guyana, Honduras, Benin, Mali, and Chad are likely to be excluded from debt relief on the basis of narrow financial criteria.

Translated into human terms, delaying debt relief in these countries means that a child born now is 30% less likely to reach his/her first birthday than the average child in a developing country, and that a mother is three times more likely to die in childbirth. The IMF has stressed that debt relief is not a panacea for poverty. Of course it is not. But it could make an important contribution by increasing the financial resources available for investment in people. It is surely unacceptable that most HIPC governments spend over 20 percent of their revenues on debt servicing when confronted by such pressing human need. And it is outrageous that in many countries, debt repayments exceed social expenditures – often by a huge margin:

☐ In Mozambique, debt servicing for 1996 absorbed double the amount allocated to the combined current expenditure budgets for health and education. This is a country where one-quarter of all children die before the age of five as a result of infectious disease, and where two-thirds of the population is illiterate.

☐ In Zambia, infant morality rates are rising in the face of collapsing provision for health, clean water, and sanitation. Yet for every dollar spent on health, the country spends and additional four dollars on debt servicing.

☐ In Ethiopia, over 1,000,000 children die annually from easily preventable and treatable diarrhea. Less than 40 percent of the rural population have access to the most basic health facilities. However, debt repayments are equivalent to four times public spending on health.

☐ In Niger, the country at the bottom of the Human Development Index, life expectancy averages 47 years and only 14 percent of the population is literate, but debt servicing absorbs more than the combined budgets of health and education.

☐ In Nicaragua, where three out of every four people live below the poverty line, where one-quarter of the under-five population suffers nutritional deficiency, and where 35 percent of the population is illiterate, debt repayments exceed the total social sector budget.

☐ In Bolivia, where over 90 percent of the highland population is in poverty, where only 16 percent of the population has access to safe water, and where over one-third of all women are illiterate, debt repayments for 1997 account for three times the spending allocated for rural poverty reduction.

Such facts illustrate the lethal interaction between the debt crisis and the growing inability of governments to finance spending on basic services using domestic revenues. They also illustrate the social costs of debt, in terms of lost opportunities for health, education, and poverty reduction, and the potential human welfare gains, which could be achieved through debt relief.

Given the above facts, Oxfam supports five reform measures:

1. The time frame for debt relief must be accelerated. The period of eligibility for multilateral debt reduction should be reduced from six years to three years.
2. The debt sustainability thresholds should be lowered and broadened to take into account human development levels. Threshold ratios for debt service should be lowered to 15-20 percent and for debt-to-exports to 150-200 percent. For countries with exceptionally poor human development indicators, lower thresholds should be considered on a case-by-case basis.
3. More weight should be attached to fiscal criteria. Upper ceilings of between 15-20 percent should be set for the proportion of government revenue absorbed by debt repayments, since expenditures in excess of this level are likely to represent an unacceptable diversion of resources from investment in priority social services.
4. Reliance on IMF economic conditionality should be abandoned. More flexible approaches to policy conditionality are required, with less emphasis place on deflationary monetary targets.
5. Poverty reduction incentives would be integrated into the HIPC framework. Countries willing to engage in dialogue aimed at converting debt relief into poverty reduction initiatives should be rewarded with an accelerated time-frame of debt relief

Debt Crisis: Diverse Views

G. The Debt Crisis Must be Understood in Moral Terms
Caritas International: Summarized, March 2000

Many people have borrowed money to buy supplies, equipment, or a house. Countries do the same. They borrow money from private capital markets, international financial institutions, and governments to pay for infrastructure such as roads, public services, and health clinics, to run a government ministry, or to purchase weapons.

Like individuals, countries pay back the principal and interest on the loans they take out. But here are important differences. If a person borrows money, he or she receives the money directly and pays it back according to the terms and conditions of the loan. But if a country borrows money, the citizens are not necessarily notified or informed of the purpose of the loan or its terms and conditions. If people are unable to pay their debts they can go bankrupt. A country does not have this option. The lender can continue to set terms for the debt to be paid, and the borrower must continue to comply with them.

We, as Catholics, believe that an analysis of human dignity is as fundamental as any economic analysis in solving the debt crisis. Human rights are moral claims to goods broadly defined, which are necessary to protect and promote human dignity. Rights and duties are complementary; every person possesses both. We must specify the minimum conditions necessary to protect and promote human dignity in the political, social, and economic order.

Rights, duties, and human dignity are protected or eroded by the social communities in which people live. Individual and communal duties are fulfilled in three essential areas that express that social nature of each person: the family, civil society, and the wider human community.

In moving toward resolution of the problem of Third World debt, neither its complexity nor its moral character can be ignored. The Catholic Church views the current debt situation as a factor contributing to the erosion of the international common good and calls for governments and institutions to actively seek solutions that assure human dignity, protect human rights, and accomplish the international common good.

Human Rights Violations and Economic Sanctions

Background:

Economic sanctions are sometimes used as an intervention strategy to punish nations that are violating the human rights of their citizens, or are involved in what is deemed to be unjustified armed conflict. On a smaller scale economic sanctions might be compared to a parent taking away a teenager's allowance or the right to use the family car in response to the teen fighting with a sibling. Or, the State might fine someone who is convicted of taking part in a barroom brawl, or someone might be imprisoned for threatening to blow up a building.

In today's world, any war or international conflict has the possibility of escalating into a nuclear confrontation, or even a nuclear war. There are several methods countries and coalitions of countries use to prevent military force without ignoring the threat of war or inhumane treatment of people in other countries. Diplomacy is one method. Economic sanctions are another. Economic sanctions allow countries that have sharp disagreements in the national security and human rights arenas to attempt to resolve the conflict or alter the policies of another nation-state without resorting to military means.

Economic sanctions can take a variety of forms. A country, or organization, imposing economic sanctions may take measures that place restrictions on the financial health of the opposing country. Restrictions might include cutting off another country's foreign aid, limiting low cost loans, and preventing the country from borrowing from banks or other major sources of credit. Also, restrictions of trade can limit exports to the offending nations or they might refuse to buy products they produce. Cutting off trade usually has more severe consequences than forbidding the export of certain items.

Individual countries or coalitions of countries sometimes impose economic sanctions, or they may be imposed by the United Nations. Sanctions are sometimes used to cripple the economy of a nation that poses a national security threat to its enemies or the world, or they may be used to impose consequences on a country that is violating human rights or humanitarian law. Sanctions are imposed for a variety of reasons. They may be intended to punish another country because of actions it has taken; to stop it from doing something that is unacceptable to the global community, or to force it to change its policies and do something differently. For example, economic sanctions imposed on South Africa during the 1980s were intended to force a change in apartheid policies that imposed rigid racial segregation throughout the country.

Economic sanctions should not be confused with consumer boycotts. For many years, citizens around the world refused to do business with, or in, South Africa, in order to protest apartheid. Their goals were the same as countries that impose economic sanctions. These were boycotts and acts of conscience acted upon by individuals or groups of people; they were not based on law.

The main purpose of the United Nations is to maintain international peace and security. The Security Council can call for collective economic sanctions if it has determined the existence of: 1) a threat to the peace; 2) a breach of the peace; or 3) an act of aggression. Sanctions must be used to maintain or restore international peace and security. Economic sanctions are used as an alternative to military action, another option that the U.N. has.

The Security Council has only resorted to economic sanctions twice during its first 45 years: on Rhodesia in 1966 and South Africa in 1977. Collective economic sanctions have become more commonplace since the end of the Cold War. Sanctions have been imposed on Iraq, the former Yugoslavia, Haiti, Somalia, Libya, Liberia, Angola, Rwanda and Sudan. Sanctions may be used during peacetime as well as during armed conflict.

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When the U.N. or various nations impose economic sanctions, they are bound by human rights and humanitarian law to follow three basic rules:

1. Sanctions may not result in the starvation of civilian populations.

2. Civilians have a right to receive humanitarian assistance. Both parties must agree upon arrangements for delivery of assistance. (There are different rules for international and non-international armed conflicts.)

3. States must allow the free passage of essential supplies for civilians, such as food for children and expectant mothers, medical supplies, and objects necessary for religious worship. Both parties must agree upon conditions. Naval blockades may not interfere with delivery of the above items.

In recent years, humanitarian organizations have voiced their concern that sanctions, particularly comprehensive trade sanctions, may impose severe humanitarian consequences on the people that are supposed to be protected by them. Sanctions, they argue, may intensify human rights abuses and sometimes prevent humanitarian organizations from providing aid to victims or civilians caught up in the conflict.

A major problem revolves around the fact that there is not agreement on how to define laws. Some organizations interpret human and humanitarian rights laws, which protect the "right to life," as meaning civilians must only be protected from arbitrary deprivation of life through execution, disappearance, or torture. Others interpret the same laws to include deprivation of needs such as food, health facilities, and medical care.

Instructions:

1. Each of the following nations has had economic sanctions imposed against them. Select one of these countries to investigate: Rhodesia, South Africa, Cuba, Iraq, the former Yugoslavia, Haiti, Somalia, Libya, Liberia, Angola, Rwanda,and Sudan.

2. Using library or internet resources, find answers to these questions about the country you selected:

   1. What type of military action was the country involved in that caused the United Nations, or other nation-states, to impose economic sanctions?
   2. When did the situation occur? How long did it last?
   3. What was the source of the conflict that resulted in military action?
   4. Who were the main players?
   5. How was the civilian population at risk?
   6. What types of economic sanctions were imposed?
   7. What kind of humanitarian aid was given to the civilian population?
   8. Were there obstacles that prevented the delivery of humanitarian aid? What were they?
   9. Were the economic sanctions considered effective in ending or reducing the military conflict?

What to Consider Before Imposing Economic Sanctions

Before imposing economic sanctions, the U.N. Security Council or nation-states must be sure of two things. First, in order for the sanction/s to be legal it must be determined that the offending nation is posing a threat to the peace, breaching the peace, or involved in an act of aggression. It must be determined that the purpose of the sanction is to maintain or restore international peace and security. Second, it must be determined that the sanction is in compliance with international human rights and humanitarian law.

Sanctions should only be implemented after the political situation is analyzed and it is determined that the sanctions will be effective will not cause civilian suffering, and do not interfere with the delivery of humanitarian supplies.

Political considerations should include:

☐ The nature of the international wrong and the how the sanctions are intended to remedy the situation must be considered. For example, serious violations of human rights would be considered a threat to the peace.

☐ Is it likely that the sanctions will be effective? In order to know if the sanctions will be successful, it is important to understand the power structure and goals of the target state. Sometimes sanctions are intended to gain the support of other nations in the world and demonstrate to the target state that their actions are disapproved of by many nation-states throughout the world.

☐ Will the sanctions destabilize the target state? Sanctions are intended to change the behavior of the target state. Caution must be taken so that the sanction will not generate political instability, tensions or violence.

☐ The attitude of the population of the target State must be considered. Sometimes the population of the target state supports sanctions even though they know that it will create hardships for them. They hope that the sanctions will be successful and the hardship temporary. In other cases the population is not willing to sustain additional hardship or does not think that sanctions will improve the situation. This must be carefully considered.

☐ It is important that the sanctions are clearly stated. Everyone should be able to easily understand exactly what the sanctions are and exactly what type of behavior is necessary before the sanctions will be discontinued.

Humanitarian considerations should include:

☐ Whether trade sanctions will inflict suffering on the civilian population of the target state. Trade sanctions threaten to create shortages of food and medical supplies and problems in the public health system. These type of shortages always hit the poor, the elderly, and children hardest.

☐ Trade sanctions should include effective plans to limit the suffering of the civilian population. They should require the monitoring of goods shipped to the target state, and insure that complex or time-consuming administrative requirements do not delay delivery of supplies and services.

☐ Procedures should be put in place to make sure that humanitarian aid actually gets to the populations it is intended for. The possibility of theft and corruption, which is common, must be eliminated.

☐ A sanctions resolution should insure safe passage for organizations offering humanitarian relief, when law requires it. The safety of humanitarian workers should be guaranteed.

☐ The design of the sanctions should take into consideration both the short-term and long-term effects of the sanctions.

Xobia and Aban

Note: Xobia and Aban are fictional states.

XOBIA

Xobia and Aban share a common border, but little else.

A large section of the land in Xobia is near sea level. It lies along the coastline. Its relatively flat land is well suited for agriculture, but its per acre production is low due to poor quality soil. The growing population is now dependent on imports for about 40 percent of its foodstuffs. Food from the sea is plentiful and the 30 percent of the population that lives near the coast enjoys its bounty. Seafood is also a large export industry during the nine months of the year that are suitable for fishing. The country has not developed a good system for transporting seafood inland. Thus, much of their own population does not have access to the riches of the sea, while populations much further away consume seafood from Xobia.

Xobia was colonized during the eighteenth century and only gained independence thirty years ago. About 25 percent of the population are descendents of the colonizers. Intermarriage between descendents of colonizers and the original inhabitants of the country has created a subculture that bears little resemblance to the people who had originally inhabited the small nation. Easy access to the sea has brought settlers from many different countries over the years. The population is very diverse, practicing different cultural and religions customs. Xobia has a long history of racial conflict. The country does have an official language that is used in government and schools, but not all citizens speak it fluently. About 20 percent of the population does not speak the official language at all.

People living near the coast in Xobia enjoy a better standard of living than citizens living inland do. They profit from the seafood industry and have much easier access to consumer products that come in at nearby ports. Central distribution of consumer products has not been accomplished throughout the country. And the inland population is often forced to cope with shortages of basic needs. Also, because inland populations have considerably lower incomes, they do not create a demand for consumer goods.

The population of Xobia has had difficulty developing their new post-colonial, self-ruled government. While the country leadership officially calls Xobia a democracy, many others would not use that word to describe it. Currently the ruler of the country is Ton Dran. Dran was installed following an election, but she was the only candidate on the ballot. Few citizens bothered to go to the polls. A Central Cabinet, which is appointed by Dran, serves as her advisors. The advisors all share the same social, political, and economic background as Dran.

Xobia has a large but disorganized military that is headed by Dran. Segregation exists within the military. Dran says it is intended to put people with similar backgrounds together so that they will be more comfortable. Others quietly whisper that it is simply racism. There is some question as to whether the military would follow Dran's orders if they did not support her mission.

ABAN

Aban is a small, undeveloped, mountainous country. Most of the population of Aban lives in small isolated villages. Contact between people living in different villages is infrequent. The terrain is difficult to travel and few decent roads exist. People in these villages work hard. The altitude, terrain, and weather limit their ability to grow enough food to support their populations. Food availability is also limited by the sparse variety of crops that will grow during their short seasons and on their rocky land.

Fortunately, the population of Aban is able to compensate for poor soil and growing conditions. Aban is blessed with abundant mineral deposits in its mountains. Much of the population supports their families through their employment in the mines. Mines are small and locally owned. Primitive tools and methods are used in the mining industry, but the ability to locally control ownership of the mines is important to the population. If large foreign mining companies were to buy the mines or invest in them, people feel certain that their way of life and culture would be destroyed. Foreign owners or managers might bring in better-educated people with their more advanced equipment. Unemployment of the local population would result.

Once minerals are extracted from the mountains, they are transported to seaports in Xobia for worldwide distribution. The trip to the seaports is long and sometimes dangerous. Poor roads in Aban and the inland portions of Xobia are particularly risky to drive large heavy trucks over. Because the trip can take from seven to ten days, Abanians must stop for supplies and rest along the way. Xobians are not always welcoming. They make fun of the dress and customs of Abanians. In recent years there have been attempts made to hijack Abanian trucks loaded with minerals.

Proceeds from mining are then used to purchase food, medical supplies, mining tools, and some consumer products. Miners try to coordinate their travel plans to allow them to pick up food, medicine, and other supplies while they are in port, and to bring them back for distribution in mountain villages.

Except for the exports that are necessary, village populations are pretty self-sufficient. People from different villages speak many different dialects of a common language. Most sub-groups can understand the dialects of others enough to engage in simple conversations. The country has a very weak national government. The elected president and cabinet have few duties and little authority. President May is very popular with the population, but he is very old and unable to fulfill even the few duties assigned to him. Unofficial leaders in villages play the role of mayor without actually being elected. The country has a very small budget and provides very few services for the population. There are no funds to develop or improve the infrastructure. Also, the country does not have an army. Volunteers help out when there is a national emergency – usually caused by severe weather.

Three neighboring countries surround Aban. Abanians have little contact with the two neighbors that are separated from them by mountain ranges. Aban has always had a limited relationship with Xobia. Most contact stems from their use of Xobian roads to travel to port. There are few personal relationships between citizens of the two nations, so there is no interest in traveling to visit one another. Again, travel is very difficult.

THE SITUATION:

Since the de-colonialization of Xobia, the relationship between the two countries has become more problematic. Greedy Xobians want to take control of the valuable mineral resources that come from mines in Aban. Several wealthy and influential citizens of Xobia have wanted to purchase mines in Aban for a long time. The mines are not for sale, and the offers made were for so little money that the Abanian mine owners would not even consider selling the mines. The mines are the only source of income for the Abanian owners and workers.

Two of the Xobians who have wanted to own the mines were appointed to the Central Cabinet of Xobia two years ago. They presented an idea to President Dran that she liked. She passed a new law. Starting one year ago, Abanians were required to give the country of Xobia 10 percent of the minerals from each truckload that traveled on Xobia's roads.

The only way to get their minerals to seaports, for export to other nations, is to travel on Xobia's roads. Aban mine owners protested what they considered extortion. They were told that the fee that was paid in minerals was used to maintain the roads that were heavily impacted by the weighty trucks. The mine owners claim that the roads are rarely maintained and that the value of the minerals they are required to give Xobia far exceeds the costs of maintaining the roads. Abanians were even required to pay minerals to use the roads during their return trips when they transported food and medical supplies to villagers.

During the past year, fewer and fewer trucks have traveled to the seaports with their minerals. Mining production has slowed because mine owners cannot afford to take their minerals to ports. As a result, many miners are unemployed. But even if they did have wages there would be nothing to buy, because trucks were not bringing food, medicine, or consumer products back to the villages very often. In recent months almost no supplies have been delivered to Aban. Villagers are hungry, sick, and dying.

Also in recent months, paramilitary groups have raided Aban villages. They have burned the homes of villagers and killed their leaders. Leaders in other nations believe that the Xobian government is intentionally trying to destabilize the Aban economy and create enough suffering for the population, so that mine owners will die or become too weak to resist Xobian takeovers of their mines. Humanitarian organizations are concerned about the widespread human suffering in Aban that grows worse daily. Some organizations made plans to bring food and medicine to Aban, but Xobian officials will not permit the humanitarian organizations to use Xobian roads at all. There is no other way to bring supplies to Aban.

Villagers are now desperate. The growing season is over. There is almost no food. They ran out of medical supplies months ago. The death rate is reported to be over 25 percent of the population.

5-18a

Islamic Emirate of Afghanistan Vocabulary

AIMAQ (AIMAK): An ethnic group that comprises a minor portion of Afghanistan's population.

HAZARA: An ethnic group representing about 19% of today's Afghan population.

JIHAD: Arabic term meaning striving or effort in the service of God. It sometimes refers to an individual's struggle to overcome personal traits that are in conflict with the Koran. It is more commonly used to describe a "holy war" undertaken by Muslims as a sacred duty – a political or military conquest on behalf of Islam.

KABUL: A major city that is the capital of Afghanistan.

KORAN (QUARAN): The sacred scriptures of Islam. Muslims regard the Koran as the speech of God to Muhammad, who recorded God's words. They believe that God himself, not Muhammad, is the author, and that the Koran is infallible. In several middle-eastern nations the Koran serves as the religious, criminal, and civil law.

MUJAHIDEEN (MUJAHEDEEN): Afghan rebel forces, including children as young as 10, that were trained by the United States to fight Soviets during the Soviet occupation of Afghanistan. The Soviet occupation of Afghanistan ended in 1989.

PASHTU: The language spoken by about 35% of the Afghan population.

PUSHTUN: An ethnic group that represents abut 38% of the population of Afghanistan today. They live in the eastern and southern portions of the nation.

TAJIK: An ethnic group that resides in Tajikistan, China, and Afghanistan. They comprise about 25% of the Afghan population today, living in the Western portion of the nation near Heart. Tajik is the language spoken by this group of people.

TALIBAN (TALEBAN): The Taliban defines itself as an independent Islamic movement that strives for the application of Allah's Law to restore dignity in Afghanistan. It is a fundamentalist, Sunni Muslim, militia that forcibly gained control over most of Afghanistan in 1994. The Taliban rules Afghanistan through a strict interpretation of the Koran. Examples include the following: girls are prohibited from attending schools; men must grow beards; and women are not allowed to work outside of the home and must cover their entire bodies—including their faces—when out in public. Individuals who violate Taliban edicts are harshly punished. The Taliban is known for its widespread human rights abuses. An anti-Taliban stronghold continues to occupy northern Afghanistan.

UZBEK: Turkish speaking people, who are Mongol by descent, and comprise about 9% of the population of Afghanistan. They live in the northern part of the country, and almost all members of this group are Sunni Muslims.

Islamic Emirate of Afghanistan
Dowlat-e Eslami-ye Afghanestan

National Profile

Afghanistan is about the size of Texas. It is bordered on the north by Turkmenistan, Uzbekisan, and Tajikistan. China is situated on its extreme northeastern boundary. Pakistan borders the country on the east and south. Iran is its neighbor on the west. The country is split east to west by the Hindu Kush mountain range, rising to heights of 24,000 feet. High snow-capped mountains traversed by deep valleys cover most of the country.

The Afghan population in 2000 was estimated at about twenty-six million people, comprised of several ethnic groups: (38% Pashtun; 25% Tajik; 6% Uzbek; 19% Hazara, and 12% minor ethnic groups, including the Chahar Airmaks, Turkmen, Baloch, and others.) Afghanistan is a Muslim (or Islamic) nation. Ethnic groups tend not to live near one another and congregate in different parts of the country. Each ethnic group speaks a different language, or dialect. The Koran, the holy book of Islam, dictates cultural, political, and religious norms and practices. Different interpretations of the Koran form the basis of internal disputes between different political factions and ethnic groups.

Brief History

Afghanistan has a centuries old history of conflict over control of its land. In most recent history, Emir Amanullah founded an Afghan monarchy in 1926. Later, during the Cold War, King Mohammed Zahir Shah developed close ties with the Soviet Union and accepted extensive economic assistance from Moscow. Civil strife led to one leader after another being overthrown, as different factions within the country seized control. In 1978 Noor Taraki, and later Babrak Karmal, took over the government and attempted to create a Marxist state. Armed insurgents, however, bitterly opposed communism and hoped to create an Islamic state. Karmal called for Soviet troops and Moscow responded with a full-scale invasion of the country in December of 1979.

Guerrilla forces, calling themselves *mujahedeen,* met Soviet troops. They pledged a jihad, or holy war, to expel the invaders. Initially guerrilla forces were armed with outdated weapons. Soon the United States entered the situation as part of its Cold War strategy against the Soviet Union. The U.S., with the help of Pakistan, provided the mujahedeen with sophisticated weapons. By 1988 the U.S.S.R. realized that they were in a no-win situation and agreed to sign an accord with the U.S, Afghanistan, and Pakistan calling for an end to providing outside aid to the warring factions. Soviet troops left Afghanistan in 1989. The pro-Soviet government of President Najibullah remained in power in the capital, Kabul.

In 1992 Najibullah was ousted by Islamic rebels. Various rebel groups immediately began fighting one another for control. The Taliban, a predominantly Pushtun group consisting of Islamic students, seized control of Kabul in 1996. Ruling members of the Afghan government, including Head of State Mullah Mohammad Omar were displaced. The Taliban declared themselves the legitimate government of Afghanistan. Mullah Mohammad Omar, known as the Emir al-Momineen, continued to serve as the de facto leader.

The Taliban imposed harsh fundamentalist laws, including stoning for adultery and severing hands for theft. Women were, and continue to be, prohibited from work and school, and as of 2000, are required to cover themselves in public from head to toe, including their entire face. By late 1998, the Taliban controlled about 90 percent of the country, with the remainder in the hands of an opposition alliance headed by former president Burhanuddin Rabbain. Rabbain's government was still recognized by the United Nations as of early 2000. Fighting continues in the North, and the government remains in flux. Only three governments – Pakistan, Saudi Arabia, and the United Arab Republic – recognize the Taliban as Afghanistan's legitimate government.

The Taliban's domestic military attacks targeted at the opposition alliance and widespread human rights abuses have isolated it from the international community. Human rights organizations cite human rights abuses in Afghanistan as some of the worst in the world. It is estimated that as of 2000, over one million civilians have been killed and countless others injured during the two decades of civil war. During the Soviet occupation, over six million people fled Afghanistan. Once Soviet troops withdrew many returned. Yet, it is estimated that in 2000 over two million Afghan refugees remain in Iran and Pakistan. Health care and education are almost non-existent in many parts of the nation. Life expectancy in Afghanistan is under 45 years. In northern Afghanistan, many schools have been destroyed as a result of armed conflict.

5-18c

Trapped by Fate

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Written by: Kathryn Goldfarb
Fairview High School graduate, 2000

The two figures, shrouded in the heavy folds of their travel-stained burkas, moved cautiously toward the building. The women's progress was slow; neither had eaten for days, and this Khowaja Ghar office–the final destination of a two-day search–was perhaps their last hope.

Through the cloth mesh of their burkas they sighted a young man standing next to the building. The two approached the young man, speaking quickly, desperately, their skeletal hands clutching the folds of their garments.

With the help of a translator, he asked the women to tell their story. They were from Dust-I-Archi, a small Afghanistan village a two-day walk from Khowaja Ghar, near the border of Tajikistan. Their village had recently been attacked by the Taliban, the neo-fundamentalist Muslims who rule the country. The attack had rendered them widows with 14 dependents and no source of income. The women, with their families, were forced to stand, helpless, as the Talibs held their four elder sons to the ground and removed their eyes with a knife–and to watch, later, as they died. After the deaths of their sons, the Taliban made the women remain with their children and watch as their husbands were killed as well.

The women, images of bloodshed fresh in their minds, had to deal with the now hopeless reality of the situation: their oldest surviving son, at 10, was the only one of the 16 who could work; women in Afghanistan are forbidden employment. The child earned the equivalent of five dollars each month. So the women, after leaving their children at home with the scant remainders of food, traveled the land in search of an aid organization.

As the young man listened to their story, one of the women began to weep in the telling. He reminded her of her murdered son.

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When you speak to Chris Jones, he listens with the utmost consideration and care; his hazel eyes, gazing levelly into your own, inspire trust. He seems mature beyond his years.

At 18, Chris is married, a father, and a field officer for the Afghanistan chapter of Shelter Now International, a Christian relief organization. Taking the time to become emotionally involved with those he helps places extraordinary strain upon him. "I know I can distribute materials to only 50 families, but 400–500 families surround our office each day and beg for assistance. In Khowaja Ghar, 30,000 people lost their homes, and we can build only 500." It would be much easier, emotionally, to ignore those he cannot help. But Chris knows that his empathy might be the only support some families will receive. "If you don't have compassion for those you aid," Chris writes, "the work becomes pointless. Humanitarian aid must touch the essence of people, their hearts."

Chris heard the women's story with sorrow, even as he recognized it as a fact of life, a tale repeated all over Afghanistan. The country has known great tension for decades, the problem exacerbated by its 40 ethnic tribes that speak at least 32 different dialects.

Afghanistan has been at war for years. The Afghans rebelled against Soviet control during the Cold War, and at long last the Soviets completely withdrew their troops in 1989. During the 10-year occupation, one million had died, leaving the country devastated. The mujahideen, or freedom fighters, who had fought in the religious war, or jihad, against the Soviets, took over Kabul only three years later, spurring gory civil war once more. The Islamic mujahideen pitted the ethnic minorities in the north, the Tajik, Uzbek, Hazara, and Turkmen, against the Pushtun majority of the south and east.

The Taliban, a fundamentalist Muslim group of former seminarians and clerics, made their presence felt in Afghanistan in 1994. The group vowed to bring peace to the county and was welcomed by the Pushtun population of the south, although the ethnic minorities in the north opposed their control. When the Taliban captured Kabul in 1996, it became apparent that the group desired more than an end to the 20 years of civil war. The group took Mazar-I-Sharif in 1998, the last stronghold of the opposition coalition. Amnesty International reported that six to seven thousand of the Shiite minority were massacred in the coup, and that thousands of men were killed in front of their families.

Soon after, the Taliban fully imposed their neo-fundamentalist form of Islam upon the entire country. Suddenly chess, cards, non-religious music, soccer, kites, and even paper bags were banned–the bags because the Talibs feared that there might be bits of recycled Koran mixed into the paper. Television and photography of "living things" were banned, effectively isolating the people of Afghanistan; the Afghans don't even know what their new religious leader, Mullah Muhammad Umar, looks like. Men were given a month to grow beards. The punishment for shaving is imprisonment, and men are kept in jail until their beard is long enough to extend past the hand when held in a clenched fist.

Women, who previously enjoyed the same rights granted to men, are denied employment, education and even medical treatment. In the past, women chose to wear either Western clothing or the traditional burkas of the Afghans–but with the advent of Talib power, women were forced to wear the heavy burkas that covered their entire bodies, with only a cloth mesh through which they could see. If a woman was caught wearing her burka improperly, she could be shipped or stoned to death.

The Northern Alliance, led by General Ahmad Shah Masud and supported by Russia, India, Uzbekistan, and Tajikistan, was in constant war with the Talibs, who now control all but nine percent of Afghanistan. Northern Afghanistan is still in constant turmoil, as the Taliban bomb, loot, and ravage villages, pushing ever closer to the border and total control.

Other countries and non-government organizations like SNI all strive mightily to aid the war-torn country. Chris constantly faces people who, without aid, will die–but whom he cannot help because of lack of funding. But in the case of the women from Dust-I-Archi, "I could not tolerate seeing such hardship," Chris writes. The staff arranged for money, food and clothing for the 14 children, but the aid was temporary. In the end, the women will be back where they started, with no way to support their families.

"This is the reality of Afghanistan. The husbands and children die in fighting, creating workless women who are trying to raise a family, and the families who cannot find support die, leaving a handful orphans to be the next generation of Afghans."

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The story of Chris Jones and his young wife, Natalya, fraught with worry and trouble, romance and intrigue, is a study in the workings of fate. Chris's mother Susan knew from the start that his relationship with Natalya was not just another crush, that day in September when her son told her about the new exchange student at New Vista High School in Boulder. She had a premonition that Chris and Natalya had something special, even as she knew that Natalya would be returning home to Dushanbe, Tajikistan, on July 6 of the following year. "I think that they fell in love very quickly," Susan told me, "and Chris believed from the very beginning that he wanted to spend his life with her."

Natalya Popova arrived in Boulder in August 1998, with a group of teenagers from Dushanbe, which established a Sister City relationship with Boulder in 1987. The trip to the United States was her father's idea; he is a political author, and he cherished the dream that this daughter would one day see America. Her visit was paid for by the United States government, which limited her visa to one year–a problem that became apparent once she met Chris. The two, inseparable, decided that they wanted to live together, and because this decision was not supported by Chris's parents, they camped on property behind his father's house.

By this time, Chris had decided that he wanted to go with Natalya back to Dushanbe, and get married there. He dropped out of school, got his GED, and began working. And then they found out about the baby.

His parents, Susan Baile and Stan Jones, had instilled in their son at an early age the belief that he could succeed at whatever he tried. They taught him to trust himself. Now they found themselves in disagreement with him–but they also realized that, family-sanctioned or not, Chris had made up his mind. "There was nothing we could do to stop them–because Chris was doing it all on his own," Susan said. "At that point you really, as a parent, can't exert much pressure, because he was supporting himself and accepting all the consequences of his choices." They decided to give the couple a wedding in Boulder before the two left for Tajikistan and whatever fate awaited.

The wedding took place in the yard in which I sat interviewing Susan. As she spoke, I could remember the wedding. I could almost see the couple in their finery once more, Natalya elegant in white satin, Chris, suddenly much older, in his tuxedo, both surrounded by the blossoms of the early-summer garden. I could hear again the hushed rise and fall of Natalya's voice, lilting with her gentle Russian accent, as they stood under the spreading branches of a tree. At that moment, I knew that however daring, unconventional, and perhaps rash Chris's decision to live with his wife in Tajikistan was, it was the only decision the two could have possible made.

Natalya's visa expired soon after she and Chris were married, and she left for Russia four days after the ceremony with the promise that her young husband would meet her, along with her father and brother, in Moscow. By the time he left in September, he had not seen his new wife for over two and a half months. He was 17 and married, his wife was pregnant, he had $320 in his pocket, and he was heading to Russia alone.

After meeting Natalya in Moscow, Chris flew to Tajikistan, a land torn by war between Islamists and former Communists. Arriving in Dushanbe during the dark of the night, he was met outside his new apartment by his mother-in-law and was offered salt and bread before he entered–the traditional welcoming of newlyweds. His stomach rebelled as he swallowed the salt, and, feeling ill and overwhelmed, he entered his new home. The room was crowded with people waiting to welcome him, and thick with the scent of food. Although he simply wanted to sleep, Chris found himself the guest of honor and whiled away the night with the friends of the Popovas, eating, drinking, and giving toasts to each other "for health, wealth, and everything in between."

Around 6:00 the next morning, Chris was awakened by a booming voice echoing through the city. It was the voice of the Mullah, the Muslim leader, giving thanks to Allah. As the amplified words increased in intensity, Chris dragged himself from his bed and peered outside into the dawn of a Dushanbe morning. He was suddenly overwhelmed by the strangeness of his situation. Ten days before, he had been in the safety of Boulder, Colorado–and now he was a lone American in one of the world's most dangerous regions, with no knowledge of the language, bound to remain for two years. "I was truly afraid for the first time. If something happened here, I had no one to protect me."

Chris desperately needed employment. When he met Randall Olson, country director of SNI, at the International Church in Tajikistan, he felt like it was an answer to a prayer. The two stuck up a good relationship, and despite his age, Chris soon became an SNI project manager for Afghanistan. He would earn $400.000 a month through his job–a generous sum, compared to the average family's monthly income of $30. "I almost never spend more than $250 each month, so I live well in comparison," Chris says. He is also able to save a small amount in preparation for his eventual return to the U.S.

5-18c, cont.

Chris was told only two hours before his plane departed on October 26 that he was leaving for his first assignment, and he was taken directly to the plane by a U.N. vehicle, thus avoiding the corruption of the airport services and customs. The trip lasted only an hour, and soon the pilot of the tiny plane was forced to dive steeply in order to hit the runway of the Faizabad Airport, nestled amid the peaks of the Hindu Kush Mountains. Two crashed planes sat off to one side. The runway was also littered with useless tanks, and the remnants of bombed buildings stood ghost-like near the road. "Before the plane came to a complete stop, the door was lowered and I ran out. The plane left as quickly as it had come."

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Although unpredictable, Chris's three-to-four-week stays in Afghanistan are usually characterized by long workdays (often between 16 to 18 hours) and, by American standards, dismal living conditions. He often eats breakfast at 5:00 a.m. and begins work before 6:00. The day ends at nightfall. When the building's generator is working, Chris usually writes on the computer for hours afterward. The generator does not, however, provide means of communication, and Chris feels completely isolated from the outside world when in Afghanistan. The team members sleep in the office, and are effectively on-call around the clock. Chris writes situation reports and proposals, and helps to keep track of finances.

He also finds himself charged with painful necessities. Chris was the officer responsible for announcing to people in the town of Rustaq that the SNI-financed bakery that had been supplying bread to the impoverished townsfolk was now closing, as funds had run out.

When in Afghanistan, Chris lives like an Afghan, wearing the pajama-like Shawal Kameez and a turban, residing in a mud hut, and eating rice for almost every meal. The only way to cook is over an open fire, and there is no running water. He brings bottled water with him from Tajikistan, and he drinks tea made from boiled river water. He can bathe only when there is a river close by. Chris is required to travel between project sites, so he rarely stays in one place for longer than a week. There are no paved roads, and it takes over 10 hours to travel as little as 120 kilometers in a jeep. In remote areas, or where the roads might be mined, Chris travels on horseback.

And often the roads are mined. Chris's job is, by its very nature, dangerous–he travels to areas devastated by the Taliban in hope of aiding the people there, but the land is war-torn and nothing is safe. He was in the center of a Tajik town when a bomb detonated, sending shards of glass flying, blood splattering the area. He has been in markets where shoot-outs occurred. Chris was on the Afghanistan-Tajikistan border once when the area was bombed. The detonation blew out all the windows of the jeep in which he rode causing additional damage to the vehicle.

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In January, after four months away from home, Chris found a new reason to value his safety. He became a father. Chris had been able to visit Natalya in Dushanbe every few weeks during her pregnancy. When he received word that Natalya's water had broken at 11:30 on the morning of January 20, he acted as quickly as he could, returning home at 3:30 p.m. and then telephoning the doctor. The doctor had no way to reach the hospital, so Chris and Natalya had to pick him up at his house.

The hospital lost power that evening, and Natalya's room was lit by a single candle. The doctor struggled with a 20-year-old generator, squinting at the instructions written in English. Chris also tried to fix it, with no success. The doctor eventually disappeared into the halls of the hospital–and around midnight Chris began to search for the man so he could examine Natalya. Opening the staff room door, Chris was disheartened. The doctor, reeking of alcohol, was pouring glasses of vodka for himself and the nurses.

The room was freezing, the doctor was drinking, and the power was irrevocably out. Chris was, however allowed to witness the birth, which he says "went by in a blur. It was truly an experience I'm glad I did not miss." Natalya is strong, and despite the adverse conditions, she delivered her baby boy without much trouble. Jonathan Winter Popova-Jones was born on January 21, 2000, at 8:17 a.m., and because the hospital still had no electricity, Natalya returned home three hours later.

5-18c, cont.

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Chris's work is ever-varying, as the need for SNIs services is great. Most often he works in northern Afghanistan, in areas devastated by civil war and the Taliban's desire to control the area. Bombings and razing of villages are common, and the people whose homes are ruined often die. Shelter Now International is currently financing a huge housing project in Khowaja Ghar, the 20,000 buildings to be completed by the end of July. Last year, SNI built three schools, one each in Dashtaq, Kor-I-Mobbain, and Rustaq, in total enrolling 1300 students. There are absolutely no facilities in these remote areas, and the children living there would otherwise have no access to education. This year there is a contract for three more schools to be built in Afghanistan.

Although SNI runs bakeries in devastated areas of the country, distributing over 1,000 loaves of bread each day, the organization often uses food aid as motivation for young people to attend school. The Food For Education program offers the children breakfast and lunch at school. To encourage the rare education of young women, the program gives each girl 20 pounds of cooking oil for each month she attends school. SNI supports the meager salaries of teachers with 500-600 pounds of wheat per month. The Food For Work program is also effective in providing jobs for the people, allotting 10 pounds of wheat per day in payment. Afghans are able to work to improve their communities–by repairing roads, building schools and constructing homes–and to be paid. SNI is also constructing vocational schools, a pre-cast concrete factory and sanitation projects, such as the construction of 2000 latrines in remote areas of Afghanistan.

Chris once led a tour for a group of doctors from Holland, a trip that dramatically illustrated the lack of medical facilities in the county. The stench overwhelmed him as soon as he entered the buildings. So did the cries of adults and children. In one room was a little girl whose body was completely burned. In the next were two patients with severe leprosy.

The sight that personally affected Chris the most was that of a child sitting in a corner of the ward, holding a blanket. Her eyes were glazed and unfocused; she seemed to be gazing through the walls of the hospital. When the doctors took notice of her, and asked the nurse on duty what was wrong with the girl, the child, as if on cue, raised her blanket, "revealing a silver dollar-sized hole in the bottom of her foot." She did not even change the direction of her expressionless gaze. Chris, stunned, excused himself from the room and went outside. Later that night, after dinner, two of the doctors started to cry.

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Chris has learned a lot about perspective. He never truly appreciated the opportunities for education that American schools offer as a matter of course until he witnessed the schools–or the lack thereof–in Afghanistan. Thousands of schools have been destroyed as a result of constant warfare and the infrastructure of the educational system is in shambles. The majority of the educated Afghans have fled the country, and schools are often so under-funded that they cannot operate. They stand unused, victims of disrepair and of under-funding. "For many, the cost of repairing them would pay for a nice dinner in the States," Chris writes.

Susan has also learned a lesson in perspective. "What Chris has done contradicts almost every expectation and vision parents in our culture have for their children. We have such a narrow interpretation of worthwhile work–it means status, eminence, white collar. I look at Chris and realize that I will never really need to worry about him. I mean, he has so much initiative. And he trusts himself. I miss him terribly, but on the other hand, I have great respect and admiration for the work he is doing and the commitments he has made that are keeping him across the world from us."

"Here's a story for you," she says. "I was telling someone about what Chris is doing in Afghanistan, and she said, "Don't you think he would have learned so much more if he had stayed in high school?" I glanced at Susan in disbelief, and we burst out laughing.

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5-19a

Globalization Case Study Worksheet

Brief history of the situation:

Where did the event occur or where is the practice occurring?

Describe the event or practice:

People, groups, governments, etc. that have been directly involved in the situation.	What are their roles?
1.	
2.	
3.	
4.	
5.	
6.	

How has the local government, economy, culture, and environment, etc. been affected by the event or practice? How long has the issue influenced primary groups or governments?

How have other places, people, organizations, or governments been influenced by the event or practice?

About the Authors

Gayle Mertz has focused her professional career on developing K-12 curriculum and conducting teacher training. Law-related education, conflict resolution, social justice, and issues related to human diversity comprise areas of particular interest and specialization. She has written and contributed to many educational publications including *Social Education*, *Education for the Young Learner*, and *Update on Law-Related Education*. Ms. Mertz has directed educational programs and projects for the Colorado Supreme Court, U.S. Department of Education, U.S. Department of Justice, among others. Ms. Mertz was the recipient of the Boulder, Colorado "Pacesetter in Education" award and the Isadore Starr Excellence in Law-Related Education award conferred by the American Bar Association.

Carol Miller Lieber is a nationally-known conflict resolution educator and intergroup relations specialist. In 1973, she co-founded the Crossroads School, a progressive middle school in St. Louis, MO. Ms. Lieber received her Masters in English from Webster University and has over 30 years of education experience as a teacher, curriculum developer, upper school principal, and director of programs. She is the author of *Conflict Resolution in the High School* and *Making Choices about Conflict, Security, and Peacemaking*, both published by Educators for Social Responsibility.

EDUCATION

Conflict in Context

As the twenty-first century begins the process known as globalization is now the norm. The actions and decisions of every individual now affect not only their immediate community and nation, but also the world at large, and in return all of us are affected by global events. *Conflict in Context: Understanding Local to Global Security* is designed to introduce students to the key concepts and skills they need to be responsible global citizens.

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Conflict in Context enables students to examine conflict and security in their own lives and communities and explore ways that their conception of these factors influences public policy and decision-making at local, national, and global levels. Students will learn that a complex consideration of security must go beyond military issues to include economics, human rights, and more.

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"I find the approach exciting. The lessons are innovative and information packed. We clearly need to sell the next generation on the idea that there is no substitute for effective international cooperation on significant transboundary issues."

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— Ellen Moore, Co-Director, Amnesty International USA Urgent Action Program

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Jaye Zola, Social Studies Teacher, New Vista High School, Boulder, Colorado

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